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ABSTRACT

This publication describes an evaluation design developed to assess school-to-work (STW) efforts throughout the Saginaw Valley STW Partnership area in Michigan. An introduction is followed by an overview of the aim of evaluation. Section 3 describes how the variables pertinent to the evaluation of the STW program initiative were identified, defined, and classified. It discusses sources for a matrix used to specify the variables for which data were to be gathered. The final form of the matrix is included. Variables in the evaluation plan are then listed. Section 4 details the methods, procedures, and instruments developed to collect information on the variables pertinent to the evaluation. Three lists are provided: STW data collection instruments, data from existing sources, and methods of STW data collection. Section 5 addresses two additional considerations for implementing the evaluation plan: agents and funding. Section 6 presents how the variables pertinent to the evaluation plan might best be stored, amalgamated, and reported through a management information system (MIS) database and data analyses. Section 7, on reporting, covers reporting formats and timelines. The report contains 19 references and 63 supplemental STW references. The bulk of the document consists of appendixes that contain the following: lists of evaluation elements; data collection instruments; directory of contact persons; brief discussion of sampling methodology; sample employment education development plans; outline of an STW MIS; outlines of actual evaluation reports; and STW glossary. (YLB)

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An Evaluation Plan for the Saginaw Valley School-To-Work Partnership serving the counties of Arenac, Bay, Midland, and Saginaw, Michigan

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AN EVALUATION PLAN FOR THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP
serving the counties of
ARENAC, BAY, MIDLAND, AND SAGINAW, MICHIGAN

PREPARED BY:
THE DEPARTMENT OF EVALUATION, TESTING, AND RESEARCH,
SCHOOL DISTRICT OF THE CITY OF SAGINAW MICHIGAN
IN COLLABORATION WITH THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP

In partial fulfillment of the contract with Saginaw Valley School-To- Work Partnership
as funded through a grant from the Office of School-To-Work,
U.S. Department of Education and the Michigan Jobs Commission

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Introduction

In 1994, the Federal School-To-Work (STW) Act was passed by Congress and signed into law. Phase I of the legislation provided for grants to district-level programs for the initiation and development of STW programs. Phase II of the legislation provided for grants to individual states which they could then apportion to regional agents for the development of STW initiatives in state-defined Statistical Demographic Areas (SDAs) - chosen to reflect recognized labor market areas.

In 1995, the board members of Tech Prep, now known as Transition II, applied for and received a funding grant from the State of Michigan Jobs Commission for the development of STW activities in the SDA around Saginaw, Michigan[1]. One of the requirements of this grant was that the board overseeing grant activities must be composed of at least 51% business people, so a consortium board was created. Members of the local STW initiatives served on this board, known as the Saginaw Valley STW Partnership (membership per county was determined in proportion to the respective county's population).

This Saginaw Valley STW Partnership (hereafter SV Partnership) became the regional agent for the administration of the Jobs Commission STW grant, allocating 15% of the grant monies for projects and activities that would benefit all four counties. The grant expires on September 30, 1996.

In order to most efficiently meet these needs, bids were sought to contract both marketing services[2] and the development of a plan for the evaluation of STW activities in the four county region.

In March, 1996, the Department of Evaluation, Testing, and Research (ETR) of the School District of the City of Saginaw, Michigan was awarded the contract to develop an evaluation design for STW efforts throughout the region. The remainder of this paper describes this design.

---

[1] Initially, this included Arenac, Bay, Midland, Saginaw, and Tuscola Counties. In 1995, Tuscola County became aligned with the SDA around Flint, MI and in October, 1996, Arenac County will align with Region 7B (around and including Standish, MI).

[2] Awarded to the Barckholtz Group® of Saginaw, MI.

The two main tasks in developing this plan were:

A. To design a plan to evaluate the STW system and outcomes across the four county area in light of national, state, and local guidelines and standards; and

B. To design a plan to evaluate the STW activities within each of the four counties, again in light of national, state, and local guidelines and standards.

Crucial to these tasks was the realization that the goals, activities, performance measures, and record keeping of local and intermediate school districts within the region may vary greatly and therefore need to be standardized. This will provide meaningful and comparable data which then could be combined into a four-county summary. Such a uniform plan will also facilitate efforts to collect and archive data and allow subsequent evaluation of STW progress across the region.

At the beginning of the evaluation process, it is possible that staff from local schools and businesses may wish to use their own instruments to collect some of these data. They may not recognize the benefits of collecting the data uniformly, including 1) that some of these data may be useful for Federal/state reporting requirements for other projects or local reporting/planning purposes, and 2) participation in STW activities provides grant monies to local districts. **We recommend ISD staff already in contact with local district staff should stress to them these benefits.**

This paper presents the evaluation design developed by ETR. Funding for this evaluation plan was made possible through the STW grant from the Michigan Jobs Commission. Included are: descriptions of the activities which led to SV Partnership and ETR members collaboratively identifying and defining pertinent data to be collected for use in the evaluation; recommended instruments and methods through which these data can be collected and analyzed; and discussions concerning how the findings are useful. In addition, the limitations that need to be placed on interpretation of the findings are presented.

A convention adopted for use throughout this paper is that statements which are intended to provide specific direction or assistance to evaluation plan implementers appear in bold-face type.

Funding for this evaluation plan was made possible through the STW grant from the Michigan Jobs Commission.

Evaluation Overview

The aim of any evaluation should be providing useful information to those people (stakeholders) who are in a position to have an impact on the program being evaluated, whether this impacts 1) the decision to continue/discontinue the program (usually through its funding) or 2) the ways in which the program is implemented. In the case of these STW programs, the primary stakeholders are the Federal and state funding agencies and the SV Partnership assigned to oversee the program implementation. Additional stakeholders include the county Intermediate School Districts (ISDs) the local districts/schools, the regional/local businesses, and - obviously - the students and their parents.

Traditionally, evaluations are conducted in at least two forms: formative (process) and summative (product). Each form has different purposes and seeks to gather and interpret different information.

Kniefel (1973) noted formative evaluation provides "*information at intervals in the project's progress so that additions, deletions, or modifications can be made to maximize project success*" (p.6; original emphases).

Conversely, summative (product) evaluations provide "*information concerning project outcomes so that decisions can be made regarding the continuation, rejection, or modification of a project*" (Kniefel, 1973 p.6; original emphases). The program's outcomes are usually measured against established levels of program or participant performance which were specified at the outset of the program and attainment of which would be considered program success. Stufflebeam (1971) noted that this evaluation form can come "at the end of the project cycle and as often as necessary during the project term" (p. 354).

The aim of this evaluation plan, then, is to provide ways to gather and present both the formative and summative information the stakeholders need to make reasoned decisions about the STW programs. Much of the work in developing this plan occurred during or resulted from a series of project staff meetings. Between May 6, 1996 and September 10, 1996, representatives from the SV Partnership met with the ETR staff on 15 occasions. There was one representative each from Bay (also representing Arenac), Midland, and Saginaw County (see the STW Project Evaluation Staff list at the end of this document). Each meeting was attended by at least one SV Partnership representative (usually there were at least two attending), and by all ETR administrative and specialist staff members.

The purposes of these meetings were to: determine any additional variables about which data needed to be collected; identify variables about which data would be informative but not required (or likely to be required) by the funding sources; determine the sources from which to obtain the information; specify at what levels data are to be gathered; establish what standards should be set to determine success by programs/students; and set up data gathering timelines. To organize this information, a matrix was developed.

Where consensus on a matrix element or a data collection instrument element could not be reached, ETR, drawing recent research findings and Federal/state guidelines, made the ultimate decision. To the extent possible, standards and objectives for the variables were determined by a review of the literature and the input of the SV Partnership members. Readers should also recall from above that the meetings occurred through September, 1996. This allowed for, and frequently resulted in, last minute revisions in data collection instruments.

Beginning on the next page is a description of the methods used to determine the variables to be included in this plan by the STW evaluation project staff, which included both members of the SV Partnership and their consultants ETR.

Variables

This portion describes how the variables pertinent to the evaluation of the Saginaw Valley STW Program initiative were identified, defined, and classified.

Identification

Clearly, the first step in providing the stakeholder with useful information is determining what information is important. Specifically, this involves determining which variables are of interest, which are accessible, and in what form the data related to these variables exists.

Organization

As a schematic tool, a matrix was used to specify the variables for which data were to be gathered in relation to their definitions, respective attainment standards, and methods of compilation. Below, the sources for the matrix are discussed further.

Request For Proposals (RFP)

A first step in identifying variables was to examine the evaluation elements specified in the SV Partnership's RFP for research/evaluation services. A series of twenty data elements were identified (see the first section Appendix A) - although at the time of the response to the RFP, it was recognized that some of these elements may need to be adapted or eliminated upon further consideration of the SV Partnership's needs and capabilities. These elements were the first variables entered into the matrix.

STW Literature

SV Partnership members and ETR staff contacted Federal and state agencies to obtain the most recent information regarding STW reporting requirements. The intent of this information search was to ensure that all of the variables on which the funding agents would require data would be included in (or at least addressed by) the evaluation plan (Jacobs, L., 1985; Levesque, K. and Giambattista, J.. December, 1995; Medrich, E., Giambattista, J., and Moskovitz, R., May, 1996; and Michigan Jobs Commission, 1996). Other materials were also examined to insure that any other pertinent variables or considerations would be included in the design

(Kniefel, T. M., June, 1973; Mathematica Policy Research, Inc., 1996a; Mathematica Policy Research, Inc., 1996b; Smith, C., 1996; and Stufflebeam, D. L., et al ,1971).

Also learned from the literature was that because the aim of the STW effort is to provide these opportunities to all students (not just those traditionally considered to be bound for vocational curricula), it became important to verify that all group(s)/segment(s) of students had equal opportunity to participate (Medrich, Giambattista, and Moskovitz, May, 1996).

This was translated into a need to present student involvement and performance data both in the aggregate and by totals within subgroups, e.g., racial/ethnic, academic talent, gender, etc. In essence, this meant collecting some data on the level of the individual student so that data within these subgroups could be accurately totaled.

STW Conference

On June 19 and 20, 1996 the Michigan Jobs Commission and Michigan Department of Education held the 1996 Governor's School-To-Work Conference in Lansing, Michigan. The intent of the state-wide conference was to provide participants information on the nature, regulations, and successes of STW activities in Michigan. Members of the SV Partnership and ETR attended.

At the conference, a perspective on the national STW evaluation effort was provided. In this perspective, the initial evaluation efforts would be mostly formative in nature; seeking to determine levels of implementation and how well programs met local needs, with the intention of adapting or refining programs as appropriate. Over time (approximately five years), the emphasis would shift toward summative evaluation, whereby programs would be assessed on how well students succeeded in both academic areas and in the transition for school to high-wage, high-skill careers (Hollenbeck, June 20, 1996).

This perspective meant that this evaluation plan needed to address both formative and summative evaluations simultaneously; to provide methods to obtain data on implementation levels and student success indicators (whereby student involvement and performance in the initial year could serve as a baseline by which program growth could be gauged).

Data Matrix Sample

The variables identified through the three sources described above and from initial input by SV Partnership representatives were placed into a matrix (the final form of the matrix, illustrated for one variable, is in Figure 1, below).

Figure 1

Exhibit From The Data Matrix: A Variable And Its Matrix Elements

Data Needed	Degree of Data Needed	Level of Data	Who Collects Data	Who Compiles Data	Timing	Method/Instrument	Objective/Standard	Operational Definition	Additional District-Level Uses For The Data
Students With [Updated] EEDP # % By Grade (8-12) a. Who have EEDPs. b. Who have updated it within the last school year.	R*	Student	District	ISD	Each July/Aug	School-To-Work (STW) Student Data Summary Form	100% will have updated EEDP	**Description:** A plan completed by each student in cooperation with his/her counselor, teacher, or parent; and updated or validated annually. The plan should include career goals and establish a pathway to achieve those goals. **Target Group:** 8th grade through graduating students.	

*Required

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Again, in the rare cases where consensus among SV Partnership members on a matrix element could not be reached, ETR, drawing on recent research findings and Federal/state guidelines, made the ultimate decision.

From this matrix, a list was made of variables which are key to this evaluation plan.

List Of Key Variables

Listed below are the variables for this evaluation plan.

Elements Of The Evaluation Plan

A. Elements specified in the SV Partnership's RFP for research/evaluation services.
   1. High school graduates employment one year after graduation.
   2. High school graduates employment five years after graduation.
   3. High school graduates enrollment in education/training.
   4. High school graduates enrollment in apprenticeships.
   5. High school graduates with state endorsed diplomas.
   6. High school graduates in structured work-based learning experiences.
   7. High school graduates earning skill certificates.
   8. High school graduation/completion rates.
   9. High school graduates completing job shadowing experiences.
   10. High school graduates with EEDP's.
   11. High school graduates completing career majors.
   12. High school graduates satisfaction with learning/skills.
   13. High school graduates employment in related area one year after graduation.
   14. High school graduates employment in related area five years after graduation.
   15. Employer satisfaction with recent hiring of regional graduate for entry-level positions.
   16. Parent satisfaction with student placement and preparation.
   17. Higher education institutions' satisfaction with recent entries.
   18. Intermediate milestones/evaluation of students meeting objectives.
   19. Community college students earning skill certificates.
   20. Community college students graduation/completion rate.

B. Other elements identified for inclusion in the evaluation plan
   1. STW student participation data (grades 8-12).
      a. Enrollment in education/training.
      b. Enrollment in apprenticeships.
      c. State endorsed diplomas.
      d. Structured work-based learning experiences.
      e. Skill certificates programs.
      f. Job shadowing experiences.
      g. Updated or completed EEDPs.
      h. Chosen career majors
      i. Employment in area related to career major.
   2. Levels of education/business partnerships.
   3. Demographic data on students so that variables can be assessed by totals and by subgroup totals.
      - Sex
      - Racial/ethnic
      - Disability
      - Limited English proficiency
      - Academically talented
      - Socio-economic status (eligible for free or reduced price lunch program)

For each variable, instruments and procedures were developed to gather the data. In addition, the SV Partnership representatives assessed whether - for reporting purposes - data concerning the variable was required, likely to be required, or optional. A listing of the variables, instruments and assessments appears in Appendix A. The focus of the listing in Appendix A is the variable with its attendant instruments, procedures, etc. Even if no regional evaluation is conducted, this list of variables would be helpful to school, district, and business staff involved in developing or programming STW activities.

Once the variables were identified, the next step was to determine how to collect data on them. This is addressed in the next section. The next section also contains lists which are similar to the one found in Appendix A; however, the foci of these lists are the procedures and instruments to be used.

Data Collection Procedures And Instruments

This section details the methods, procedures and instruments developed to effectively collect information on the variables pertinent to the evaluation.

Methodology For Gathering Data

In the previous section, the variables which are to be measured were described. Here are recommendations for addressing: 1) who will collect the data; 2) how the data should be collected; and 3) when data should be collected.

Identification of the collection agents (who). **It is recommended that the collection agents for the project be each school district and the Intermediate School District of each county.** District staff would collect the data, send it to their respective ISD, and use it to conduct any district level analyses. Personnel at the ISDs would assemble the data, conduct county-wide analyses, and make both their analyses and the data available to SV Partnership (or its designee) for appropriate regional level analyses. This recommendation is based on the following:

- District level staff are in the best position to collect most of the needed data.
- District level staff are accustomed to sending reports/data to ISDs.
- ISD staff are accustomed to being in the role of receiving and analyzing district level data and reporting them to a central source (typically the Michigan Department of Education, but in this case the SV Partnership or its designee).
- It may be that the SV Partnership will not continue to exist as a long-term organization. If the mechanism is in place for the districts to send data to their respective ISDs, then those ISDs will remain in a position to generate district and county level STW reports, even if the needs for regional reports cease.

Identification of data collection instruments (how). Initial drafts of the following data collection instruments were developed: STW Individual Student Data Summary Form, Survey Of Higher Education Officials, Survey of Employers, Survey Of Parents, and Education-Business Partnership Summaries. It was determined that, since each district conducts its own follow-up survey of recent graduates (and would be unlikely to abandon their form for a STW product), no one student follow-up survey would be drafted.

However, the variables which would need to be assessed through a follow-up survey were specified in the matrix as the design would be incomplete without such a description.

It should be reiterated that this is intended to be a uniform evaluation plan for the four county region. For it to be effective, data collection processes need to be uniform. The less variation in data collection instruments, the more uniform the processes will be. Recall from above that initial evaluation efforts were to be formative, i.e., measuring the extent of STW involvement in the districts and whether that extent increases over time. A uniform plan would allow for uniform baseline measures which would then allow for uniform measures of growth in STW involvement.

In a partial restatement of the list of key variables discussed earlier, the chart below specifies **the instruments identified for collecting data in this evaluation plan. For each instrument there is a listing of which variables are measured and the SV Partnership's assessment of whether data on the variables were required, anticipated to be required, or optional.** Copies of each instrument (or developed procedures) appear in Appendix B. Again, the foci of these lists are the procedures and instruments to be used in the evaluation.

STW Data Collection Instruments

Instrument	Variables On Instrument	Need
School-To-Work Student Data Summary Form	Student Demographics	
	a. Sex	Required
	b. Racial/ethnic	Required
	c. Disability (if any)	Required
	d. Limited English proficiency	Required
	e. Academically talented	Required
	f. Socio-economic status (eligible for free/reduced price lunch program)	Required
	g. School attended grades 8-12 (type, district, internal ID #)	Required
	h. Endorsement on diploma (per subject area)	Required
	Student STW Participation, Grade 8-12	
	a. Updated EEDP*	Required
	b. Updated portfolio	Required
	c. Job shadowing	Required
	d. Work site visits	Required
	e. Structured work experience	Required
	f. Skill certificate program	Required
	g. Work study program (special education)	Required
	h. Community service/volunteer work	Required
	i. Other work (work permit)	Required
	j. Middle/high school vocational program	Required
	k. Skill center vocational program	Required
	l. Transition II/Tech Prep	Required
	m. Internship	Required
	n. Apprenticeship	Required
	o. Assigned a work-place mentor	Required
	p. Selection of career major	Required
	For Seniors Only (to facilitate follow-up survey)	
	a. Post-high school graduation plan	Required
	b. Contact persons/addresses	Required
	c. Graduation	Required
Education/Business Partnership Summary Report	Listing of Partners By Partnership Level	Optional
Employer Survey of Recent Graduates	Employer Satisfaction With Recently Hired Graduates, By County, Using SCANS Competencies**	
	a. Workplace Competencies	Optional
	b. Foundation Skills	Optional

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*Please see Appendix E.

**Education USA. (May 20, 1996)

STW Data Collection Instruments (Continued)

Instrument	Variables On Instrument	Need
Higher Education Institution Completer Count	Higher Education Institution Report Of Students by Demographics ...	Anticipated
	a. Attained a skill certificate	
	b. Attained an Associates Degree	
	c. Attained a Bachelors Degree	
Parent Satisfaction Survey	Parent Satisfaction With STW Services for Recent Graduates	
	a. Their preparation for the world of work	Optional
	b. The placement opportunities	Optional
Graduate Follow-Up Survey*	Should Include the Following:	
	a. One/Two Years Post Graduation:	
	1. Number and percent entering employment	Anticipated
	2. Number and percent entering military	Anticipated
	3. Number and percent enrolled in post-secondary education/training	Anticipated
	4. Number and percent in related employment	Optional
	5. Number and percent in related education/training	Optional
	6. Number and percent enrolled in apprenticeship	Required
	7. Number and percent attaining post-secondary degree	Anticipated
	8. Number and percent attaining skill certificate	Required
	9. Number and percent satisfied with educational/STW experiences	Optional
	b. Five/Six Years Post Graduation:	
	1. Number and percent entering employment	Anticipated
	2. Number and percent entering military	Anticipated
	3. Number and percent enrolled in post-secondary education/training	Anticipated
	4. Number and percent in related employment	Optional
	5. Number and percent in related education/training	Optional
	6. Number and percent enrolled in apprenticeship	Required
	7. Number and percent attaining post-secondary degree	Anticipated
	8. Number and percent attaining skills certificate	Required
	9. Number and percent satisfied with educational/ STW experiences	Optional
Milestone Activity Checklist	For each grade PK-12:	Optional
	On an implementation continuum:	
	1. Start-up meetings	
	2. Draft copy of curriculum	
	3. Final copy of curriculum	
	4. Piloting	
	5. Full implementation	
	6. Evaluation of results	
	7. Refinement of curriculum	
	The Following Variables:	
	1. Goals and objectives	
	2. Strategies/practices	
	3. Material acquisition	
	4. Staff inservice	
	5. Classroom monitoring	
	6. Repeat of the development cycle	

---

*All of the variables listed on the graduate follow-up survey are summary statistics. The actual instruments provide individual level data.

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From time to time, in the processes of gathering collected data from these sources, the SV Partnership (or its designee) may need to be in contact with people representing specific schools, districts, ISDs, two-year and/or four year colleges. To facilitate these contacts, a directory of all public schools, district offices, ISDs and colleges (likely to receive Saginaw Valley students) with addresses, telephone numbers, fax-machine numbers, and contacts can be found in Appendix C.

Readers should recall that copies of all of the instruments - except graduate follow-up surveys - are in Appendix B. Readers should also recall that, with the exception of the follow-up surveys, it is recommended that the instruments not be changed. Uniform data collection is crucial to any meaningful regional analyses.

In addition, the data for some variables is best gathered from reports already being generated by other sources for non-STW purposes. **The Chart below shows what reports one can find to obtain data in lieu of using an instrument and as assessment of whether this data will be required for reporting purposes.**

Data From Existing Sources

Source	Variables	Need
Michigan Department Of Education Graduation/Dropout Report	For Each District	
	a. Graduation/completion rate	Required
	b. Dropout rate	Required
Two-Year College Report	Number and Percent of Students From Each Region:	
	a. Gender	Required
	b. Racial/ethnic	Required
	c. Eligible for Pell Grant	Required
	d. First semester enrolled	Optional
	e. Last semester enrolled, as of reporting date	Optional
	f. GPA, as of reporting date	Required
	g. Credit hours earned, as of reporting date	Required
	h. ASSET* Reading Score	Required
	1. Recommended for college level courses	
	2. Recommended for developmental courses	
	3. Recommended for other assistance courses	
	i. ASSET* Writing Score	Required
	1. Recommended for college level courses	
	2. Recommended for developmental courses	
	3. Recommended for college level or developmental courses	
	4. Recommended for other assistance courses	
	j. ASSET* Numerical Skills Score	Required
	1. Recommended for college level courses	
	2. Recommended for developmental courses	
	3. Recommended for college level or developmental courses	
	4. Recommended for other assistance courses	

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*ASSET is a test colleges use to assess a student's ability in reading, writing, and numerical skills prior to that student's entry into college. It is a way to determine whether remediation is necessary and, if so, in what subject area(s).

Data From Existing Sources (Continued)

Source	Variables	Need
Four-Year College/University Report to Sending High Schools**	Number and Percent of Students from Each Sending High School:	
	a. Gender	Required
	b. Racial/ethnic	Required
	c. Eligible For Pell Grant	Required
	Average GPA, as of reporting date	Required
	Average credit hours earned, as of reporting date	Required
	(Note: each report may not contain all of these elements)	

With regard to the *two-year* college reports, a copy of a report from Delta College can be found in Appendix B; it reflects the efforts of Dr. Packwood, Director of Research and Development at Delta College and his office in developing a system by which test data can be reported back from a two-year college to the SV Partnership. **It is hoped the report format can be shared by the SV Partnership to other two-year institutions such that the data can be consistent from institution to institution in terms of format. A directory of addresses of the two-year colleges and the four-year colleges/universities most likely to receive students from the four-county area can be found in Appendix C.**

With regard to *four-year* higher educational institutions, it was learned that they will not provide reports to the SV Partnership. However, they do provide reports to the high schools from which their current first year students recently graduated. In order to obtain this information, a form letter was drafted to be sent to the Superintendent for each district in the region. This letter informs them of the need to have each high school's contact person locate the Four-Year College/University Report for each of the specified four-year colleges and universities, i.e., those most likely to receive students from the four county region and have copies of those reports forwarded, each year, to the SV Partnership (or designee). **A draft copy of the letter is in Appendix B (last page) and a directory of four-year colleges/universities likely to receive students from the four county region is in Appendix C for the implementers' convenience.**

**Data from these reports could not be placed into the Management Information System Database (described later in this paper). A variety of reporting formats are possible and no exhibits were available for sufficient review by ETR.

Identification of appropriate methods and time lines (when). Above we described the instruments to use and the methods by which to use them. The other key procedural element is when the activities should be conducted. **The chart below identifies for each data collection instrument or obtained report, a recommended method, people who will likely be contacted by the implementer, and a timeline.**

Methods of STW Data Collection

Instrument/Report	Method	Contact Person	Timeline
Graduate Follow-Up Survey	**Mail out and/or telephone**	District Superintendent or designee	**Conducted in February-July of each year**
Parent Satisfaction Survey	**Mail out (possibly sampling)***	District Superintendent or designee	**Conducted in April or May (alternate years)**
Employer Survey of Recent Graduates	**Mail out (possibly sampling)***	SV Partnership Data Analysis designee	**Conducted each May or June**
School-To-Work Student Data Summary Form	**Updated/completed by middle/high school counselor for each student, send paper or electronic copies to SV Partnership data analysis designee**	Middle/High School Principal or designee	**Submitted by July or August of each year**
Education/Business Partnership Summary Report	**Completed by middle/high school principal or designee**	Middle/High School Principal or designee	**Submitted by July or August of each year**
Milestone Activity Checklist	**Completed by middle/high school principal or designee**	Middle/High School Principal or designee	**Submitted by July or August of each year**
Michigan DOE Graduation/Dropout Report	**Obtained by request to Michigan Department of Education**	Supervisor, Information Management Program, Office of Data Center Services or successor	**July-August of each year**
Four-Year College/ University Report to Sending High Schools	**Completed by the college; submitted to a high school contact person. Contact person to send copies to SV Partnership data analysis designee**	Middle/High School Principal or designee list of Colleges/Universities in Appendix C	**Submitted by July or August of each year**
Two-Year College Report	**Completed by the college; submitted to the SV Partnership data analysis designee, using provided diskette form**	Director of Office of Research and Development list of colleges in Appendix C	**Each July of each year following graduation**
Higher Education Institution Completer Count	**Completed by the college; submitted to the SV Partnership Data analysis designee**	List of colleges and contacts in Appendix C	**Each July of year following graduation**

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*Appendix D contains a brief discussion of sampling methodology and a chart of random numbers to facilitate surveying a sample. This is useful for those who do not have the resources to survey the entire population of interest.

In the next section, some additional considerations for implementing this evaluation plan will be addressed.

Considerations For Plan Implementation

Agents

Earlier, it was recommended that the data collection agents should be the school districts and their respective Intermediate School Districts.

Therefore, the following is recommended:

1. The buildings and the district submit their data to the ISDs ...
    a. On or before dates consistent with the timeline in the Method Chart, above.
    b. In either a paper copy or an electronic form.
    c. Data from both instruments and reports.
2. ISDs would assemble these data, and then on the specified dates send them to the SV Partnership data analysis designee.
3. Delta College Office of Research and Development offered facilities for data entry and analyses if data entry personnel can be provided by the SV Partnership or the ISDs.
4. The SV Partnership (or its designee) would then write reports, to the appropriate audiences (see below), detailing the findings of the analyses.

If, however, the SV Partnership would cease to exist, and no multi-county organization arose to replace it, a sensible recommendation is to have the ISDs take over as the designees for data analyses and conduct the activities listed in items 2 through 4 above.

Funding The Evaluation

There is a need to know the approximate costs which would be incurred in conducting this evaluation, assuming every data element from each district is delivered to the data analysis designee. Some of the costs cannot currently be realistically estimated, e.g., if the ISDs serve as a collection agent and the districts and schools collect the data, it would mitigate much of the evaluation costs. However, the costs to the designee for the data entry phase of the plan can be estimated. The Chart, below, presents this estimate. Readers should be aware that this cost estimate is not exhaustive. Given the unknown nature of some variables and the unknown level of cooperation to be found from the schools and districts, the estimate may need to be revised.

Estimated Time and Cost* for Data Entry and Coding for the First Year For All Four Counties

Data Source	Estimated Hours	Cost Extension**
STW Student Data Summary Form (assumes completed forms from students, grades 8-12)	1,100.00	$ 18,359.00
Education-Business Partnership Summary Report	25.50	426.00
Employer Survey: Recent Hires of High School Graduates	20.00	334.00
Parent Satisfaction: Recent Graduates (200 sample parents per school)	180.00	3,005.00
Graduate Follow-up Study (assumes summary results for each district)	4.20	71.00
Graduation/Completion Rates	1.25	21.00
Two-year Junior College Reports	6.25	105.00
Four-year College Reports (assumes consolidated report from each high school)	7.50	126.00
Post-Secondary Completers Reports	6.00	101.00
STW Process Milestone Checklist	10.40	174.00
Totals	1,361.10	$ 22,722.00

With cooperation from schools and ISDs, the additional cost of conducting evaluation for the SV Partnership will be minimal - mostly for 1) inservices/materials to the ISDs and district staffs, and 2) writing reports.

In the next section, the database will be addressed.

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*Assumes an hourly rate, with fringe benefits, for data entry clerk of $16.69 as per an estimate by a potential service provider.

**Rounded to the next highest whole dollar.

Management Information System Database And Data Analyses

This section presents how the variables pertinent to the evaluation might best be stored, amalgamated, and reported.

Overview

Once the data collection instruments were developed, a Management Information System (MIS) was designed which addresses data entry, analyses, and reporting.

With regard to the data being submitted to the data analysis designee, large districts may elect to collect their data electronically and submit summaries or diskettes to their ISD. Small districts may choose to submit their data via paper to their ISDs or the partnership level where data can be entered centrally. This database is able to handle both options.

Defining the STW MIS Database

The STW MIS database is basic in design. The variables as reflected in the data collection instruments and the other sources of data in this project are formed from the basis of this database. The instruments and summary sources were first organized according to data source. Then, the data elements were translated into tables of variables. A precise data file structure was created for each variable table and is outlined in Appendix F. For easy reference, the relevant data collection forms are in Appendix B.

These file structures can readily be created in any database software package. For this project, however, **MS Visual FoxPro™**/Professional Edition was chosen. Transfer to other software packages is possible giving local building and districts as well as ISDs the freedom to choose the software package they need to handle data entry, analyses, and reporting as necessary. Versions of FoxPro™ are in widespread use for this purpose. Further, the Michigan Department of Education had already started to develop STW partnership applications in FoxPro™. **For data entry purposes a 3.5" diskette containing all data files of the MIS Database[3] is contained in the pocket on the inside back cover of this document.**

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[3] A stand-alone module with special features for error-free data entry and quick summary reports of the STW data is currently under development and is available. ETR plans to complete its development on a time-available basis.

Finally, it should be noted that the MIS Database as presented here is not exhaustive or complete, but rather a basis from which to start. If other data collection instruments need to be developed, this database may be modified as needed. Also, it is possible that some amount of data recoding and/or management of the data at the partnership level may be needed to facilitate data analyses.

Data Analyses

A myriad of data analyses/report types are possible to the data analysis designee. Those mentioned below fall into two categories: basic and potential.

Basic analyses. Basic analyses include those which are "required" to address the essential aims of the evaluation. Here, these analyses would include calculating summary statistics, e.g., the number and percent of students who have an updated EEDP across the region or for each district, and by specific sub-groups (gender, racial/ethnic, SES, etc.).

In order to determine the meaningfulness of these analyses, findings would be compared to the standards specified in the grant. Where no specific standards exist, the findings can form: 1) a baseline by which future growth can be measured; and 2) a basis for inter-district and inter-regional comparisons.

Potential analyses. Potential analyses would be those beyond which are necessary to meet the reporting requirements. Here, these analyses could include simple statistical tests such as the χ^2, e.g., gender by updated EEDP, more complex designs such as factor analysis, or systems approaches. The following texts provide good guidance: Cook and Campbell, 1979; Glass and Stanley, 1970; Henkel, 1976; Joreskog and Sorbom, 1979; Keppel, 1973; Pedhazur 1982; Pedhazur and Schmelkin 1991; and Stevens, 1986.

Limitations. It must be noted that the levels of participation and the completeness/accuracy of the data limits these analyses and the findings from them. However, even if only partial amounts of the data can be obtained, if it is obtained consistently over time, important information about STW implementation can be obtained.

Future efforts. After a few years of the STW effort, SV Partnership members and those implementing the programs should be able to determine the needs of the project, i.e., its problems, its barriers, and areas which must be developed. At that time, using a knowledgeable staff, evaluation efforts should include going into the field to document the nature and extent of STW activities. Such tasks would include examinations of records, checklists, surveys, and interviews, using forms which would be developed specifically to obtain the intended information.

Reporting: Audiences, Formats, And Timelines

This section reports information of how the evaluation findings might be reported.

Audiences

There are at least three different types of audiences which the SV Partnership should consider in developing evaluation reports. Each of these audiences have different needs and different report forms should be provided to meet those respective needs. Crucial decisions here are what information to provide to whom in what format, and in what time intervals.

The Chart, below, lists audiences, recommended reporting formats to best meet their needs, and suggested timelines.

Recommended Reporting Formats/Timelines For Respective Audiences

Audience	Format	Timeline
Federal/state funding agents	a. Reports on the forms/format which they will supply b. Full process/product evaluations with a cover letter which explains this is additional material, beyond expectations	Funding agent determines filing deadline; typically 30 days after end of program fiscal year.
Local districts and ISDs	Full process/product evaluations	Within 30 days of the filing of the report to the funding agents.
Business and public groups	Executive summaries	Within 30 days of the filing of the report to the funding agents.

It is recommended that the SV Partnership members and the evaluation plan implementer receive copies of all of the reports as soon as possible after they are written.

Examples

Report formats can be designed in many ways depending on the needs of the audience (as described above). However, most report formats include an introductory section, one or more sections detailing data collection procedures, and a section which presents the results of the data analyses.

In Appendix G, Exhibits G.1-G.5 depict sample outlines from reports on themes likely to be parallel to those addressed in this evaluation plan. A limited number of copies of actual reports are available upon request through the ETR office.

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SAGINAW CAREER COMPLEX

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For The School District Of The City of Saginaw, Michigan: **Foster B. Gibbs**, Superintendent

Members of the Board of Education: **Fredrick D. Ford**, President; **Ronald S. Spess**, Vice-President; **Thomas S. Tilot**, Secretary; **James W. Woolfolk**, Treasurer; **Minerva Rosales**, Trustee, **Willie E. Thompson**, Trustee, **Beverly J. Yanca**, Trustee

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APPENDIX A

Presented here is a list of the evaluation elements identified for inclusion in the evaluation plan. The list is annotated to include the recommended instrumentation by which to gather data and the SV Partnership representatives' assessments of whether the elements are required, anticipated to be required or optional for their reporting purposes.

This list reiterates everything in the Chart of STW Data Collection Instruments and the Chart of Data From Other Sources, but it includes alternate instruments by which data on the variables can be gathered.

APPENDIX A

Evaluation elements, recommended instruments by which to gather the data, and SV Partnership Representatives' assessment of the element need level.

SECTION ONE: Elements specified in the SV Partnership's Request For Proposals for research/evaluation services

High school graduates employment one year after graduation
Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)*
Degree Of Need For Data: Required for reporting purposes.

High school graduates employment five years after graduation
Instrument: Graduate Follow-Up Survey (5 or 6 years out)*
Degree Of Need For Data: Optional; not required for reporting purposes.

High school graduates enrollment in education/training
Instrument: Graduate Follow-Up Survey (5 or 6 years out)*
Alternate Instrument: Post-Secondary Educational Institution Survey
Degree Of Need For Data: Anticipated to be required for reporting purposes.

High school graduates enrollment in apprenticeships
Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)*
Alternate Instrument: School-To Work (STW) Data Summary Form
Degree Of Need For Data: Required for reporting purposes.

High school graduates with state endorsed diplomas
Source: Michigan Department of Education, MEAP office
Alternate Instrument: School-To Work (STW) Data Summary Form
Degree Of Need For Data: Required for reporting purposes.

High school graduates in structured work-based learning experiences
Instrument: School-To Work (STW) Data Summary Form
Degree Of Need For Data: Required for reporting purposes.

High school graduates earning skill certificates
Instrument: Post-Secondary Educational Institution Survey
Alternate Instrument: School-To Work (STW) Data Summary Form
Degree Of Need For Data: Required for reporting purposes.

High school graduation/completion rates
Source: Michigan Department of Education, Student Accounting office
Alternate Instrument: (at each district) Michigan Department of Education - Form IM4203, or its electronic equivalent
Degree Of Need For Data: Anticipated to be required for reporting purposes.

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High school graduates completing job shadowing experiences
Instrument: School-To Work (STW) Data Summary Form
Degree Of Need For Data: Required for reporting purposes.

High school graduates with EEDP's
Instrument: School-To Work (STW) Data Summary Form
Degree Of Need For Data: Required for reporting purposes.

High school graduates completing career majors
Instrument: School-To Work (STW) Data Summary Form
(note: it asks for selected, not completed career majors)
Degree Of Need For Data: Required for reporting purposes.

High school graduates satisfaction with learning/skills
Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)*
Degree Of Need For Data: Optional, not required for reporting purposes.

High school graduates employment in related area one year after graduation
Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)*
Degree Of Need For Data: Optional, not required for reporting purposes.

High school graduates employment in related area five years after graduation
Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)*
(note: "related" is vaguely defined)
Degree Of Need For Data: Optional, not required for reporting purposes.

Employer satisfaction with recent hiring of regional graduates for entry-level positions
Instrument: Employer Survey Of Recent Hires
(note: uses SCANS skills)
Degree Of Need For Data: Optional, not required for reporting purposes.

Parent satisfaction with student placement and preparation
Instrument: Parent Survey
Alternate Instrument: (if available) Veds Survey.
Degree Of Need For Data: Optional, not required for reporting purposes.

Higher education institutions' satisfaction with recent entries
Instrument: Community College - 4-year College/University report
Alternate Instrument: Post-Secondary Educational Institution Survey
(note: uses inverse of percent needing remediation)
Degree Of Need For Data: Optional, not required for reporting purposes.

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Intermediate milestones/evaluation of students meeting objectives

Instrument: Milestone Activity Checklist

Degree Of Need For Data: Optional, not required for reporting purposes.

Community college students earning skill certificates

Instrument: Community College - 4-year College/University report

Alternate Instrument: (recommended to add to) Graduate Follow-Up Survey (5 or 6 years out)*

Degree Of Need For Data: Required for reporting purposes.

Community college students graduation/completion rate

Instrument: Community College - 4-year College/University report

Alternate Instrument: (recommended to add to) Graduate Follow-Up Survey (5 or 6 years out)*

Degree Of Need For Data: Anticipated to be required for reporting purposes.

SECTION TWO: Other Elements Identified For Inclusion In The Evaluation Plan

Student STW Participation, Grades 8-12

- Updated EEDP
- Updated portfolio
- Job shadowing
- Work site visits
- Structured work experience
- Skill certificate program
- Work study program (special education)
- Community service/volunteer work
- Other work (work permit)
- Middle/high school vocational program
- Skill center vocational program
- Transition II/Tech Prep
- Internship
- Apprenticeship
- Assigned a work-place mentor
- Selection of career major

Instrument: School-To-Work (STW) Student Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

---

*Graduate Follow Up Survey instruments vary in format and question by county and within county. Further there is among county variation as to when the follow-up surveys are conducted. As a result, parallel, but not equivalent, data are gathered. This precludes cross-county amalgamation of data, but still permits a baseline and growth measures to be established within a county (or a district) using the same instrument and timeline.

Levels of education/business partnerships

Instrument: Education-Business Partnership Summary Report

Degree Of Need For Data: Optional, not required for reporting purposes.

Demographic data on students so that variables can be assessed by totals and by subgroup totals

- Sex
- Racial/ethnic
- Disability
- Limited English proficiency
- Academically talented
- Socio-economic status (eligible for free or reduced price lunch program)

Instrument: School-To Work (STW) Student Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

APPENDIX B

Contained in this appendix are copies of each of the instruments described in the text and samples of some of the data available from outside sources.

Specifically, they are:

Instruments

- School-To-Work Student Data Summary Form
- Education/Business Partnership Summary Form
- Employer Survey Of Recent Graduates
- Parent Satisfaction Survey: Recent Graduates
- Higher Education Institution Completer Count
- Milestone Activity Checklist

Data From Other Sources

- Two-Year College Enrollment Data Form
- Michigan Department Of Education Headcount Data Collection Form
- Form Letter to Superintendent to Obtain Four-Year College/University Reports

Readers may recall from the statement of permission on page i that any of the instruments in this appendix may be copied at the copier's expense.

APPENDIX B

SCHOOL-TO-WORK (S-T-W) STUDENT DATA SUMMARY FORM

Office Use Only

☐☐☐☐☐☐☐☐☐☐

This is to be treated as confidential material

DIRECTIONS: On or before June 1 of each year, make a copy of the entire updated form and submit to the main office of your school. Make one copy of the second page of the updated form and place it in the student's portfolio EEDP, or equivalent. Return the original to the student's CA-60, or its equivalent. Please refer to the glossary for definitions of terms.

STUDENT'S FULL NAME: ____
(LAST, FIRST, MIDDLE)

STUDENT'S BIRTHDATE: (Month) ________ (Day) ________ (Year) ________

(For each category below, circle the best descriptor)

SEX: (M) Male (F) Female

RACIAL/ETHNIC: (N) American Indian/Alaskan Native, (W) White, (H) Hispanic, (B) Black, (A) Asian/Pacific Islander, (O) Other ______________

DISABILITY (Special Education or Section 504): Yes No

LIMITED ENGLISH PROFICIENCY: Yes No

ACADEMICALLY TALENTED: Yes No

ELIGIBLE FOR FREE/REDUCED PRICE LUNCH: Yes No

(Grade 8): School ____________________ District: ____________________ District #: ________

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other ____________________

STUDENT'S ID # ____________________

(Grade 9): School ____________________ District: ____________________ District #: ________

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other ____________________

STUDENT'S ID # ____________________

(Grade 10): School ____________________ District: ____________________ District #: ________

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other ____________________

STUDENT'S ID # ____________________

(Grade 11): School ____________________ District: ____________________ District #: ________

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other ____________________

STUDENT'S ID # ____________________

(Grade 12): School ____________________ District: ____________________ District #: ________

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other ____________________

STUDENT'S ID # ____________________

NOTE: The next page of the form includes student participation data which students may wish to have a copy for their portfolio, EEDP, or equivalent. The above page should not be copied for any portfolio, EEDP, or other non-confidential file.

(OVER)

BEST COPY AVAILABLE

APPENDIX B

SCHOOL-TO-WORK (S-T-W) STUDENT DATA SUMMARY FORM

Office Use Only ☐☐☐☐☐☐☐☐☐☐

STUDENT'S FULL NAME: ______________________________
(LAST, FIRST, MIDDLE)

S-T-W PARTICIPATION (For each item below: √ if yes, see glossary for definitions of terms)	Grade Level 8	9	10	11	12	Program Completed (If Appropriate)
Updated EEDP						N/A
Updated Portfolio						N/A
Job Shadowing						N/A
Work Site Visit Experience(s)						N/A
Skill Certificate (National/State) Program						
Work Study (Special Education) Program						
School Year:						
Structured Work Experience (paid)						N/A
Structured Work Experience (unpaid)						N/A
Internship (paid)	N/A					
Internship (unpaid)	N/A					
Summer:						
Structured Work Experience (paid)						N/A
Structured Work Experience (unpaid)						N/A
Internship (paid)	N/A					
Internship (unpaid)	N/A					
Community Service Learning /Volunteer Work						N/A
Any Other Workplace Experiences (work permit) (Specify) ______________________						N/A
Middle/High School Vocational Program						
Skill Center Vocational Program						
Skill Certificate Vocational Program						
Transition II/Tech Prep						
Apprenticeship	N/A					
Assigned To A Career-Related Workplace Mentor	N/A	N/A	N/A			

STUDENT'S SELECTED CAREER MAJOR
(Fill in student's selected career major)

Grade 8 __________ Grade 10 __________ Grade 12 __________
Grade 9 __________ Grade 11 __________ Grade __ __________

UPDATED BY: (Please put Current Date, Your Name, and Position)

(Grade 8) ____/____/____, ______________________, ______________
(Grade 9) ____/____/____, ______________________, ______________
(Grade 10) ____/____/____, ______________________, ______________
(Grade 11) ____/____/____, ______________________, ______________
(Grade 12) ____/____/____, ______________________, ______________
(Grade __) ____/____/____, ______________________, ______________

FOR SENIORS ONLY:

1. Endorsed diploma attainment: Diploma Yes _____ No _____ (Check one)
   (Circle subject areas in which endorsement were earned) Communications Arts Mathematics Science Social Studies

2. What are your plans for work or education after high school graduation? (Circle the best choice)
   College: 2 Year, 4 Year, Other _______ (Where: ______________________)
   Apprenticeship (Yes) (Where: ______________________)
   Military (Yes) (Where: ______________________)
   Caring for my family full time Yes
   Undecided/Other: ______________________

3. So we may be able to contact you for our graduate follow-up surveys. Please list the names and addresses of two close relatives with whom you expect to remain in contact (someone other than your parents).

	CONTACT 1	CONTACT 2
NAME:		
ADDRESS:		
CITY, STATE, ZIP:	________, ____, ____	________, ____, ____

APPENDIX B

SCHOOL-TO-WORK (S-T-W) STUDENT DATA SUMMARY FORM GLOSSARY

Academically Talented: At the secondary level, students who score at or above the 85th percentile on a standardized, norm-referenced test (e.g., CAT-5, IOWA, etc.) or who are in the top 10% of their class are considered to be academically talented. At the post secondary level, students whose GPA's are 3.5 or higher are considered to be academically talented.

Apprenticeship: A relationship between an employer and an employee during which the worker or apprentice, learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on the job training and related instruction.

Charter Schools: A public school academy authorized or chartered by the board of a school district, an intermediate school board, the board of a community college or the government board of a state public university. The charter school is organized and administered under the direction of a board of directors. Each charter school is required to submit a copy of the curriculum. Most charter schools are organized around a theme, educational philosophy, or career major e.g., manufacturing, finance, home schooling.

Community Service: Voluntary service projects undertaken by groups of students and individual volunteers which give students worker roles at a degree of complexity and level of responsibility that they could not ordinarily find in paid employment. Volunteers/students are not limited to the restrictions imposed by child labor law provisions.

Disability: (Special Education or Section 504)
A person who is under 26 years of age and who is determined by an individualized educational planning committee or a hearing officer to have a characteristic or a set of characteristics that necessitates special education or ancillary and other related services, or both. Determination of an impairment shall be based solely on behaviors relating to environmental, cultural, or economic differences.

The 1990 American with Disabilities Act defines individuals with disabilities as including any individual who (1) has a physical or mental impairment and substantially limits one or more of the major life activities of the individual; (2) has a record of an impairment described in (1); or (3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services, and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a students has an Individualized Education Plan (IEP).

E/EDP Plan Portfolio: A goal setting document created by learners with assistance from career guidance professionals which provides direction for achieving life roles. These goals are based upon information regarding themselves, knowledge of educational and occupational options, labor market information, and decision making skills.

Eligible For Free/Reduced Priced Lunch: This is a measure used to represent socio-economic status. Eligibility for a free or reduced lunch is the salient descriptor, not whether the student participates in the program. At the secondary level, this may be ascertained by whether a younger sibling from the same address participates in the program.

Endorsed Diploma Attainment: Student has successfully met the criteria established by the state (usually performed on the High School Proficiency Tests) to have earned endorsement on his/her diploma.

Field Trips: Short, school-supervised to a work-site, which are designed to supplement in-school instruction with relevant, real-world situations.

Internship: A period of time spent in the business, industry, or other agency for the purpose of providing a student with opportunity to gain insight and direct experience related to one or more functions of the organization. Internship gives the student paid or unpaid work experience in a career field of study. Unpaid internships usually give school credit.

Job Shadowing: A student is matched with, observes, and interacts with an adult in the workplace to learn about the education, skill requirements, and characteristics of a job.

Limited English Proficiency: The 1988 Bilingual Education Act describes a limited English proficient students as one who (1) meets one or more of the following conditions: the students was born outside of the United States or whose native language is not English; the students comes from an environment where a language other that English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing or understanding the English language to deny his/her the opportunity to learn successfully English-only classrooms.

Racial/Ethnic:

1. American Indian/Alaskan Native - A person having origins in any of the original peoples of the North American and maintaining cultural identification through tribal affiliation or community recognition.
2. White - A person having origins in any of the originals peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origins.
3. Hispanic - A person of Mexican, Puerto Rican, Central or South American, or other Spanish culture of origin, regardless of race.
4. Black - A person having origins in any of the black racial groups if Africa. Normally excludes person of Hispanic origin.
5. Asian/Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Island.
6. Other - A persons who is not properly described by any of the above racial/ethnic groups.

Service Learning: The integration of service experiences with academic learning by incorporating lessons from work into the classroom curriculum, i.e. cleaning up a local stream while studying ecology and pollution. Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved prior to reaching "employment age".

Structured Work Experience: A student participates in a structured work-based learning experience in a field related to their study, where he/she can apply concepts learned at school.

APPENDIX B

ALPHABETIC CODE FOR DISTRICTS IN THE ARENAC, BAY, MIDLAND, AND SAGINAW COUNTIES

DISTRICT NAME	District Number	CODE
ARENAC (TWINING) EASTERN SCHOOLS DISTRICT	(06010)	A
AUGRES-SIMS DISTRICT	(06020)	R
BANGOR TOWNSHIP PUBLIC SCHOOLS DISTRICT	(09030)	G
BAY CITY PUBLIC SCHOOLS DISTRICT	(09010)	B
BIRCH RUN AREA SCHOOLS DISTRICT	(73170)	Y
BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS DISTRICT	(73180)	X
BUENA VISTA SCHOOL DISTRICT	(73080)	N
BULLOCK CREEK PUBLIC SCHOOLS DISTRICT	(56020)	Q
CARROLLTON PUBLIC SCHOOLS DISTRICT	(73030)	C
CHESANING UNION SCHOOL DISTRICT	(73110)	U
COLEMAN COMMUNITY SCHOOL DISTRICT	(56030)	O
ESSEXVILLE-HAMPTON TOWNSHIP SCHOOL DISTRICT	(09050)	E
FRANKENMUTH SCHOOL DISTRICT	(73190)	Z
FREELAND SCHOOL DISTRICT	(73200)	F
HEMLOCK PUBLIC SCHOOLS DISTRICT	(73210)	H
MERRILL PUBLIC SCHOOLS DISTRICT	(73230)	L
MIDLAND PUBLIC SCHOOLS DISTRICT	(56010)	M
PINCONNING AREA SCHOOL DISTRICT	(09090)	P
SAGINAW CITY SCHOOL DISTRICT	(73010)	S
SAGINAW TOWNSHIP COMMUNITY SCHOOLS DISTRICT	(73040)	T
ST. CHARLES COMMUNITY SCHOOLS DISTRICT	(73240)	V
SANFORD-MERIDIAN PUBLIC SCHOOLS DISTRICT	(56050)	I
STANDISH-STERLING COMMUNITY SCHOOLS DISTRICT	(06050)	D
SWAN VALLEY SCHOOL DISTRICT	(73255)	W

EDUCATION-BUSINESS PARTNERSHIP SUMMARY REPORT

School: ______________________ As Of: ______________ (reporting date) School Year: _______ District: _____________________ Form: ________ of __________ (use multiple forms if there are more than 10 partners)

Dear Principal: The District is encouraging buildings to establish and maintain partnerships with businesses, industry, higher education, and other agencies (see partnership in the glossary on the back). These partnerships have been used, for example, to facilitate activities which will serve to benefit students, schools, and the partners. We need to know the names of each partner involved with your building and the activities in which the partner participated. This form is being used to collect that information.

DIRECTIONS: List the partners along the left column, one per line. For each item below: ✓ the most appropriate partnership level.

PARTNERSHIP LEVEL

(see glossary on back for definitions)

PARTNERS	POLICY	SYSTEMATIC EDUCATIONAL IMPROVEMENT	MANAGEMENT	TRAINING AND PROFESSIONAL DEVELOPMENT	CLASSROOM	SPECIAL SERVICES

(FRONT)

APPENDIX B

GLOSSARY

PARTNERSHIP

A local entity that is responsible for local School-to-Work Opportunities programs and that: A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools where applicable), local educators (such as teachers, counselors , or administrators, representatives of labor organizations or non-managerial employee representatives,and students, and B) may include other entities, such as:

- (I) employer organizations;
- (ii) community-based organizations;
- (iii) national trade associations working at the local levels
- (iv) industrial extension centers;
- (v) rehabilitation agencies and organizations;
- (vi) registered apprenticeship agencies;
- (vii) local vocational education entities;
- (viii) proprietary institutions of higher education (as defined in section 481 (b) of the Higher Education Act of 1965 (20 U.S.C. 1088 (b)) that continue to meet the eligibility and certification requirements under Title IV of such Act (20 U.S.C. 1070 et seq.);
- (ix) local government agencies;
- (x) parent organizations;
- (xi) teacher organizations;
- (xii) vocational student organizations;
- (xiii) private industry councils established under section 102 of the Job Training Partnership Act (29 U.S.C. 1512);
- (xiv) federally recognized Indian tribes, Indian organizations, and Alaska Native villages within the meaning of the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.); and
- (xv) Native Hawaiian entities

Partnership Level

1. Policy

   Shape the public and political debate, bring about substantive changes in state or federal legislation or local school governance and affect the overall direction of the educational system.

2. Systemic Educational Improvement

   Use an organizational assessment to connect various improvement initiatives in the educational system, and then work over the long term to measure and align functions, processes, and results.

3. Management

   Provide school officials with management support and business expertise in a broad range of areas.

4. Training and Professional Development

   Provide opportunities for school personnel to update, upgrade, or maintain their skills, or learn more about the labor market, industries and businesses in the community, workplace needs, and career opportunities.

5. Classroom

   Improve the learning environment by bringing business or occupational expertise directly into the classroom for students and teachers, or bringing the classroom to the business.

6. Special Services

   Provide short-term or project- or student-specific activities or resources to help with a specific problem or need.

APPENDIX B

District Code: ____________
Identification Number: ____________

Office Use Only

District Name: ____________________ Graduation Year: ________

Date: ______________
Form Completed

PARENT SATISFACTION SURVEY: RECENT GRADUATES

1. Were you satisfied with the career guidance experience(s) your son / daughter who graduated received while in the public schools? (Check one)

____ Yes
____ No . . . If no, why not? ____
____
____ Unsure

2. Did the high school counselor assist your son / daughter in finding a job and/or in attending college after high school graduation? (Check one)

____ Yes
____ No . . . If no, why didn't this happen? ______________________________
____
____ Unsure

3. What could the schools have done, if anything, to get him / her more interested in the world of work?

____
____
____

APPENDIX B

Office Use Only

Date: ____________________

EMPLOYER SURVEY: RECENT HIRES OF HIGH SCHOOL GRADUATES

Graduation Year: ____________ County: ______________________

1. How many high school graduates with the above stated graduation year have you employed during the past calendar year?

________ # of Graduates If NONE, thank you for your time.

If MORE than 0, please proceed.

2. Overall, how have the high school graduates of the year stated above performed on the job compared to graduates of the previous year? - Please circle the appropriate number.

Skill Area	**Not Applicable**	**Improved**	**Remained The Same**	**Declined**
A. Social etiquette on the job ...	NA	3	2	1
B. Communication skills (listening, writing, and speaking) on the job ...	NA	3	2	1
C. Mathematics skills on the job ...	NA	3	2	1
D. Attendance on the job ...	NA	3	2	1
E. Knowledge about your business ...	NA	3	2	1
F. Ability to show a "customer first attitude ..."	NA	3	2	1
G. Technical skills related to the job ...	NA	3	2	1

3. Did you check with the high school regarding school attendance record prior to hiring the graduate(s)?

____ Yes

____ No

4. Did you ask to see the high school diploma / endorsements and/or portfolio prior to hiring the graduate(s)?

____ Yes

____ No

5. Did you ask the school for any other information prior to hiring the graduate(s)?

____ Yes ... If yes, what information generally was requested? ______________________________

____

____ No

APPENDIX B

For Internal Use Only

I.D. No. ☐☐☐☐

Date: ______/______/______

POST-SECONDARY EDUCATIONAL INSTITUTION SURVEY: STUDENTS FROM ARENAC, BAY, MIDLAND, AND SAGINAW COUNTIES ATTAINING POST-SECONDARY DEGREES OR SKILL CERTIFICATES

Directions: Read each question, check the appropriate response, and when appropriate fill in the counts per box. See Attachment for definitions of demographic categories asked for in the student count breakdown boxes.

County: ____________________________________ Graduation Year: _________

How many students in your county who graduated in the year stated above have to this date completed a degree and/or skill certificate?

Number of Students: ______________________________

If more than 0, please complete the following table:

POST-SECONDARY COMPLETERS														
Completed the Following:	Student Count	STUDENT COUNT BREAKDOWN												
		Sex		Race-ethnicity						Pell Grant?		Eng	Abil	Acad
		M	F	W	B	H	A	NAM	OTHR	Eligible	Not Eligible	LEP	DISB	Tal
Skill Certificate														
Associate Degree														
Bachelor Degree														
Other___________ (please specify)														
Other___________ (please specify)														

Would you like to receive a summary of the results to this survey? (Check one)

_____ No
_____ Yes

Thank you for your time! Please return the completed survey in the enclosed stamped, self-addressed envelope by _________________________.

APPENDIX B

ATTACHMENT

DEMOGRAPHICS DEFINITIONS FOR POST SECONDARY EDUCATIONAL INSTITUTE SURVEY

Racial/ethnic groups are defined in accord with government classifications:

White (W):	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.
Black (B):	A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin.
Hispanic (H):	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, regardless of race.
Asian or Pacific Islander (A):	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.
American Indian or Alaskan Native (NAM):	A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Limited English proficiency (LEP): The 1988 Bilingual Education Act describes a limited English proficient student as one who (1) meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

Disability: The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who (1) has a physical or mental impairment and substantially limits one or more of the major life activities of the individual; (2) has a record of an impairment described in (1); or (3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP).

Socio-economic status: At the post-secondary level, Pell Grant eligibility is used as a proxy for SES; at the prekindergarten to 12 grade level, eligibility for free/reduced price lunch is a proxy for SES.

Academically talented students: Not defined in any legislation at the federal level, use state or local definition as appropriate.

APPENDIX B

SCHOOL-TO-WORK PROCESS MILESTONES CHECKLIST

School District: ______________________ Contact Person Completing: ______________________

Date: ______________________

OVERVIEW/DIRECTIONS: The School-To-Work (STW) initiative to be effective calls for systemic change in the public schools starting at pre-kindergarten and proceeding through the twelfth grade. The modification of the curriculum and teaching practices in PK-12 calls for the involvement of almost all the school staff. The process milestones this will focus upon the grade span from PK through 12. The process of change in a school or a school district involves the specification of grade-level goals and objectives, identifying strategies and practices to accomplish the goals, purchasing/producing materials needed to support the curriculum, providing inservice training to teachers and administrators about the new curriculum thrust, implementing the strategies/practices in the classroom, evaluating effectiveness of the STW curriculum thrust, and ultimately the process repeats itself with further refinements, if any, resulting from the evaluation of the effectiveness of the curriculum.

The following instrument should be completed every year to gauge which processes are underway and which ones are completed as milestones in the process of change. Please attach any supporting documents (agendas, memos, concept papers, evaluation findings, etc.) to this instrument to support and provide further details to STW curriculum thrust. Please check all that apply at a particular grade level in terms of the elements currently working on and its stage of implementation currently:

GRADE: _____ (check all that apply)

	Start-Up Meetings	Draft Copy	Final Copy	Piloting	Full Implementation	Evaluation of Results	Refinement of Curriculum	Comments About Back-Up Document
____ Goals and Objectives								
____ Strategies/practices								
____ Material acquisition								
____ Inservice of staff								
____ Monitoring in classroom								
____ Repeat of development cycle								

Short description of curriculum thrust at this level: ______________________

____

____

____

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APPENDIX B

For Office Use Only

Two-Year College Report

Name of Institution

Date of Report

Year of High School Graduation

DELTA COLLEGE ENROLLMENT DATA
Students with 1994 High School Graduation Date .

		Tri-County Total	
		#	%
Gender	F	1131	54.2%
	M	955	45.8%
Ethnicity	Caucasian	1756	85.5%
	African American	166	8.1%
	Hispanic	89	4.3%
	Asian	20	1.0%
	Foreign	3	.1%
	Native American	19	.9%
Pell grant eligible	N	1977	94.8%
	Y	109	5.2%
First semester enrolled at Delta College	89/SP	3	.1%
	89/WI	1	.0%
	90/FA	3	.1%
	90/SP	3	.1%
	91/FA	1	.0%
	91/SP	3	.1%
	91/WI	2	.1%
	92/FA	3	.1%
	92/SP	15	.7%
	92/WI	3	.1%
	93/FA	44	2.1%
	93/SP	28	1.3%
	93/WI	2	.1%
	94/FA	1083	51.9%
	94/SP	137	6.6%
	94/WI	32	1.5%
	95/FA	119	5.7%
	95/SP	222	10.6%
	95/WI	172	8.2%
	96/FA	55	2.6%
	96/SP	78	3.7%
	96/WI	77	3.7%
Last semester enrolled at Delta College	94/FA	113	5.4%
	94/SP	22	1.1%
	95/FA	124	5.9%
	95/SP	235	11.3%
	95/WI	261	12.5%
	96/FA	706	33.8%
	96/SP	288	13.8%
	96/WI	337	16.2%
GPA at Delta College	3.0 or higher	674	35.8%
	2.0 - 2.9	626	33.3%
	1.0 thru 1.9	318	16.9%
	Less than 1.0	264	14.0%
Credit hours earned at Delta College	15 or less	995	59.5%
	16-31	33	2.0%
	32-47	305	18.2%

APPENDIX B

DELTA COLLEGE ENROLLMENT DATA
Students with 1994 High School Graduation Date

		Tri-County Total	
		#	%
Credit hours earned at Delta College	48-62	247	14.8%
	More than 62	93	5.6%
ASSET Reading score	Recommended for college-level courses	992	58.5%
	Recommended for developmental courses	684	40.4%
	Recommended for other assistance	19	1.1%
Total with ASSET Reading scores		1695	100.0%
ASSET Writing score	Recommended for college-level courses	900	53.1%
	Decision zone for college-level or developmental courses	178	10.5%
	Recommended for developmental courses	609	35.9%
	Recommended for other assistance	8	.5%
Total with ASSET Writing scores		1695	100.0%
ASSET Numerical Skills score	Recommended for Alg I or coll-level as indic by Alg test	633	37.3%
	Decision zone for Pre-Algebra or Algebra I	365	21.5%
	Decision zone for Basic Math or Pre-Algebra	442	26.0%
	Recommended for Basic Math	258	15.2%
Total with ASSET Numerical scores		1698	100.0%
ASSET Elementary Algebra Skills score	Recommended for Applied Alg or Intermed Alg	134	18.7%
	Referred to Numerical skills score recommendations	581	81.3%

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APPENDIX B

DELTA COLLEGE ENROLLMENT DATA
Students with 1994 High School Graduation Date

		Tri-County Total	
		#	%
Total with ASSET Elem Alg scores		715	100.0%
ASSET Intermediate Algebra Skills score	Recommended for Applied Trig. Finite Math, Plane Trig. or Pr	42	7.9%
	Decision zone for Applied Alg/Intermed Alg and Applied Trig/	65	12.3%
	Recommended for Applied Alg or Intermed Alg	247	46.6%
	Referred to Numerical skills score recommendations	176	33.2%
Total with ASSET Intermed Alg scores		530	100.0%
ASSET College Algebra Skills score	Recommended for Anal Geom & Calc, Calc for Soc and Mgrl Sci.	36	12.1%
	Decision zone for Trig/Finite Math and Calc	48	16.1%
	Recommended for Applied Trig. Finite Math, Plane Trig. or Pr	112	37.6%
	Recommended for Applied Alg or Intermed Alg	65	21.8%
	Recommended for retest	37	12.4%
Total with ASSET College Alg scores		298	100.0%

Note: Dual-enrolled students included only if they also enrolled during Spring 1994 or later semester.

Research and Development
08 Oct 96

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PAGE: 1

05/20/96

MICHIGAN DEPARTMENT OF EDUCATION

*** UNAUDITED *** Information Management *** UNAUDITED ***

Various Rates Calculated From
The Headcount Data Collection
1993-94 and 1994-95

--District--		1993-94 Rates					1994-95 Rates				
Code	Name	Graduation/ Completion	Dropout	Retained In Class	Growth	Alter-native	Graduation/ Completion	Dropout	Retained In Class	Growth	Alter-native
31020	ADAMS TWP SCHOOL DISTRICT	96.43	0.71	0.00	0.14	0.00	97.36	0.63	1.34	0.63	0.00
46020	ADDISON COMMUNITY SCHOOLS	79.19	5.93	0.55	0.57	2.96	81.12	4.94	0.83	-0.58	2.96
46010	ADRIAN CITY SCHOOL DISTRICT	81.36	5.55	7.75	-0.17	0.82	81.29	5.75	7.44	-0.16	0.82
58020	AIRPORT COMMUNITY SCHOOL DISTR	81.40	5.91	4.39	-0.34	1.07	113.14	-3.39	9.23	4.52	1.07
79010	AKRON FAIRGROVE SCHOOLS	83.42	4.17	1.56	0.00	0.00	71.78	9.04	0.00	-0.56	0.00
05010	ALBA PUBLIC SCHOOLS	85.56	4.08	0.00	-0.41	0.00	92.86	2.04	0.00	-8.16	0.00
13010	ALBION PUBLIC SCHOOLS	68.52	8.55	2.21	0.00	0.00	58.04	13.15	0.00	-0.90	0.00
	NITY SCHOOLS	58.63	12.34	10.06	0.32	0.00	94.77	1.73	10.53	-2.42	0.00
	Y SCHOOL DISTR	87.18	3.51	12.77	0.03	7.79	93.76	3.43	7.39	0.75	7.79
	LS	87.58	3.30	0.00	-0.09	3.87	78.48	6.01	9.85	2.37	3.87
		97.31	0.77	5.49	-0.32	0.65	96.41	1.14	9.73	-1.65	0.65
			.19	0.00	0.05	0.00	96.69	0.92	0.00	1.23	0.00
				67	-0.20	0.42	65.90	10.65	5.51	-2.13	0.42
					0.12	4.48	84.57	4.00	2.18	-3.43	4.48
					[illegible]	2.36	78.41	6.33	7.76	3.35	2.36
							88.57	4.88	14.10	1.93	3.68
							85.33	4.15	2.93	0.33	0.54
								5.70	1.89	-2.53	0.00
								6	0.00	-4.71	1.93
									0.00	0.00	0.00
											0.71

SAMPLE

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APPENDIX B

This Is Just A Draft And May Be Adapted As Needed

(Letterhead)

(DATE)

(NAME), Superintendent
(SCHOOL DISTRICT)
(ADDRESS)
(CITY, STATE ZIP)

Dear (NAME):

As Superintendent of schools for your district, you may know that each of your high school sites receives a report from Michigan four-year colleges and universities concerning their respective graduates: how well they are doing and what program of study they are taking. These reports are received by a contact person, usually the respective high school principal or a counselor designee.

On behalf of the Saginaw Valley School-To-Work Partnership, I am requesting that you have the contact person for each of your high schools forward to us a copy of the reports sent to them by the following colleges/universities:

- Michigan State University
- Saginaw Valley State University
- University of Michigan - Ann Arbor
- Central Michigan University
- Ferris State University
- Eastern Michigan University
- Western Michigan University
- Michigan Technical University
- Grand Valley State University
- Northern Michigan University
- Northwood University - Midland
- Alma College
- Hope College
- Albion College

Copies of these reports will allow us at the SV Partnership to be informed about the progress being made by the most recent graduates in our region; this is information which we will need to include, in aggregate not individual form, in our reports to the funding agencies regarding the successes of the regional School-To-Work programs.

We hope we can count on your support and thank you in advance for forwarding this request to the appropriate contact person. In the future, we will be annually requesting these reports directly from the contact person from whom we receive the reports.

If you have any questions or concerns, please contact me at (phone number).

Sincerely,

(NAME)

APPENDIX C

Contained in this appendix are **directories of the addresses, telephone and fax numbers, and contact persons which would facilitate data collection activities.**

Specifically, these directories include:

- Secondary schools by county and district (includes high schools and middle schools, and state district [five-digit] and building [four digit] code numbers);
- District offices by county (includes ISDs); and
- Colleges and universities (identified as those most likely to receive students from the Saginaw Valley region).

Entries in these directories were compiled from the Michigan Education Directory, 1996.

APPENDIX C

SECONDARY SCHOOLS BY COUNTY AND DISTRICT, WITH ADDRESSES, TELEPHONE NUMBERS, AND STATE CODES[1]

PUBLIC SCHOOLS

ARENAC COUNTY

AUGRES-SIMS DISTRICT (06020)

AuGres-Sims Middle/High School
P.O. Box 648
AuGres, MI 48703
517-876-7157
Principal: Dennis Wilson
State Building Code: 0147

STANDISH-STERLING COMMUNITY SCHOOLS DISTRICT (06050)

Standish-Sterling High School
3789 Wyatt
Standish, MI 48658
517-846-4526
Principal: Dennis Haut
State Building Code: 4050

Standish-Sterling Middle School
3789 Wyatt
Standish, MI 48658
517-846-4526
Principal: J. Sommerfield
State Building Code: 4050

TWINING-ARENAC EASTERN SCHOOLS DISTRICT (06010)

Arenac Eastern
200 Smalley
Twining, MI 48766
517-867-4231
Principal: John Thomas
State Building Code: 6950

BAY COUNTY

BANGOR TOWNSHIP SCHOOL DISTRICT (09030)

John Glenn High School
3201 E. Kiesel
Bay City, MI 48706
517-684-7510
Principal: Richard Green
State Building Code: 1951

Bangor Junior High
3281 E. Kiesel
Bay City, MI 48706
517-686-7640
Principal: Thomas Pacynski
State Building Code: 0190

BAY CITY PUBLIC SCHOOLS DISTRICT (09010)

Bay City Central High School
1624 Columbus
Bay City, MI 48708
517-893-9541
Principal: George Charles
State Building Code: 0227

Bay City Western High School
500 W. Midland
Auburn, MI 48611
517-662-4481
Principal: Alan Bryant
State Building Code: 6257

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[1] Source: Michigan Education Directory, 1996. Lansing, MI: Michigan Education Directory, Inc.

SECONDARY SCHOOLS BY COUNTY AND DISTRICT, WITH ADDRESSES, TELEPHONE NUMBERS, AND STATE CODES

PAGE 2

BAY COUNTY (cont.)

BAY CITY PUBLIC SCHOOLS DISTRICT (09010) (cont.)

Bay City Handy Middle School
601 Blend
Bay City, MI 48706

517-684-1723
Principal: Patrick O'Toole
State Building Code: 4123

Bay City McKinley Middle School
407 W. Ohio
Bay City, MI 48706

517-667-0831
Principal: Vern Julian
State Building Code: 2485

Bay City Western Middle School
500 W. Midland
Auburn, MI 48611

517-662-4480
Principal: Dale Dunham
State Building Code: 2467

ESSEXVILLE-HAMPTON TOWNSHIP SCHOOL DISTRICT (09050)

Garber High School
213 Pine
Bay City, MI 48732

517-894-9710
Principal: Robert Mohr
State Building Code: 1358

Cramer Middle School
313 Pine
Bay City, MI 48732

517-894-9740
Principal: Brian Malcho
State Building Code: 5966

PINCONNING AREA SCHOOL DISTRICT (09090)

Pinconning High School
605 W. 5th Street
Pinconning, MI 48650

517-879-2311
Principal: Kenneth Fegan
State Building Code: 6656

Pinconning Middle School
605 W. 5th Street
Pinconning, MI 48650

517-879-8410
Principal: Thomas Mason
State Building Code: 3040

MIDLAND COUNTY

BULLOCK CREEK PUBLIC SCHOOLS DISTRICT (56020)

Bullock Creek High School
1420 S. Badour
Midland, MI 48640

517-631-2340
Principal: Charles Schwedler
State Building Code: 0443

Bullock Creek Middle School
644 S. Badour
Midland, MI 48640

517-631-9260
Principal: Ronald Main
State Building Code: 6295

MIDLAND COUNTY (cont.)

COLEMAN COMMUNITY SCHOOLS DISTRICT (56030)

Coleman High School
P.O. Box W
Coleman, MI 48618
517-465-6171
Principal: Cheryl S. Thomas
State Building Code: 0746

Coleman Middle School
P.O. Box W
Coleman, MI 48618
517-631-9260
Principal: Richard L. Bradford
State Building Code: 0747

MIDLAND PUBLIC SCHOOLS DISTRICT (56010)

Dow High School
3901 N. Saginaw Road
Midland, MI 48640
517-839-2482
Principal: Janice Goodall
State Building Code: 5157

Midland High School
1301 Eastlawn Drive
Midland, MI 48642
517-839-2481
Principal: Michael Frazee
State Building Code: 2555

Central Middle School
305 E. Reardon
Midland, MI 48640
517-839-2471
Principal: Gary Verlinde
State Building Code: 0603

Jefferson Middle School
800 W. Chapel Lane
Midland, MI 48640
517-839-2473
Principal: Leonard Lawry
State Building Code: 1902

North East Middle School
1305 E. Sugnet
Midland, MI 48642
517-839-2472
Principal: Carol Staples
State Building Code: 2750

SANFORD-MERIDIAN PUBLIC SCHOOLS DISTRICT (56050)

Meridian High School
3303 N. M-30
Sanford, MI 48657
517-687-3225
Principal: Wayne E. King
State Building Code: 5814

Meridian Middle School
3475 N. M-30
Sanford, MI 48657
517-687-3208
Principal: Michael Rickey
State Building Code: 2516

APPENDIX C

SECONDARY SCHOOLS BY COUNTY AND DISTRICT, WITH ADDRESSES, TELEPHONE NUMBERS, AND STATE CODES
PAGE 4

SAGINAW COUNTY

BIRCH RUN AREA SCHOOLS DISTRICT (73170)

Birch Run High School
12450 Church Street
Birch Run, MI 48415
517-624-9392
Principal: Stephen Howell
State Building Code: 0327

Marshall Greene Middle School
8225 Main Street
Birch Run, MI 48415
517-624-5821
Principal: Doug Rowley
State Building Code: 6942

BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS DISTRICT (73180)

Bridgeport High School
4691 Brown Street
Bridgeport, MI 48722
517-777-3100
Principal: Randolph Danner
State Building Code: 0398

Bridgeport-Spaulding Middle School
3675 Southfield
Saginaw, MI 48601
517-777-9440
Principal: Gloria Novak
State Building Code: 6585

BUENA VISTA SCHOOL DISTRICT (73080)

Buena Vista High School
3945 Holland
Saginaw, MI 48601
517-754-1493
Principal: Richard Crosby
State Building Code: 0440

Ricker Middle School
1925 S. Outer Drive
Saginaw, MI 48601
517-753-6438
Principal: Imo Taylor
State Building Code: 3196

CARROLLTON PUBLIC SCHOOLS DISTRICT (73030)

Carrollton High School
1235 Mapleridge Street
Carrollton, MI 48724
517-753-3433
Principal: Terrance Urquhart
State Building Code: 0536

Carrollton Middle School
3211 Carla
Carrollton, MI 48724
517-753-9704
Principal: David TerBurgh
State Building Code: 5141

SAGINAW COUNTY (cont.)

CHESANING UNION SCHOOL DISTRICT (73110)

Chesaning High School
850 N. Fourth Street
Chesaning, MI 48616
517-845-2040
Principal: Cheryl Hahnenberg
State Building Code: 0666

Chesaning Middle School
431 N. Fourth Street
Chesaning, MI 48616
517-845-7040
Principal: Tom Schlachter
State Building Code: 6774

FRANKENMUTH SCHOOL DISTRICT (73190)

Frankenmuth High School
525 E. Genesee
Frankenmuth, MI 48734
517-652-9955
Principal: Dan Gibson
State Building Code: 1297

E.F. Rittmueller Middle School
965 E. Genesee
Frankenmuth, MI 48734
517-652-6119
Principal: D.M. Wescott
State Building Code: 5252

FREELAND SCHOOL DISTRICT (73200)

Freeland Middle/High School
8250 Webster Road
Freeland, MI 48623
517-695-2586
Principal: Bernard P. Maxwell, Jr.
State Building Code: 1319

HEMLOCK PUBLIC SCHOOLS DISTRICT (73210)

Hemlock High School
733 N. Hemlock Road
Hemlock, MI 48626
517-642-5287
Principal: P. Bedford
State Building Code: 1625

Hemlock Middle School
525 N. Maple Street
Hemlock, MI 48626
517-642-5253
Principal: J. Turner
State Building Code: 5152

MERRILL PUBLIC SCHOOLS DISTRICT (73230)

Merrill High School
555 W. Alice Street
Merrill, MI 48637
517-643-7231
Principal: Douglas Fillmore
State Building Code: 2519

Merrill Middle School
755 W. Alice Street
Merrill, MI 48637
517-643-7247
Principal: Keith Clark
State Building Code: 6222

SAGINAW COUNTY (cont.)

SAGINAW CITY SCHOOL DISTRICT (73010)

Arthur Hill High School
3115 Mackinaw
Saginaw, MI 48602
517-797-4815
Principal: Thomas Sharpe
State Building Code: 0125

Saginaw High School
3100 Webber
Saginaw, MI 48601
517-759-3577
Principal: Wilson Smith
State Building Code: 3336

Ruben Daniels Life Long Learning Center
Alternative/Over 20 High School
115 West Genesee Avenue
Saginaw, MI 48601
517-759-3577
Supervisor : Louise R. Kring
State Building Code: 4891

Saginaw Career Complex
see Regional Career And Technical Centers

Central Middle School
1010 Hoyt
Saginaw, MI 48706
517-759-3538
Principal: John Norwood
State Building Code: 0606

Handley School
3021 Court
Saginaw, MI 48602
517-797-4757
Principal: Irene Hensinger
State Building Code: 1558

North Middle School
1101 N. Bond
Saginaw, MI 48602
517-759-3552
Principal: Ostrander Lane
State Building Code: 2735

South Middle School
224 N. Elm
Saginaw, MI 48602
517-797-4803
Principal: Thomas Barris
State Building Code: 3532

Webber Middle School
2600 Prescott
Saginaw, MI 48601
517-759-3563
Principal: Cliff Davis
State Building Code: 4415

SAGINAW TOWNSHIP COMMUNITY SCHOOLS DISTRICT (73040)

Heritage High School
3465 N. Center
Saginaw, MI 48603
517-799-5790
Principal: J. Allen Larsen
State Building Code: 5158

White Pine Middle School
505 N. Center
Saginaw, MI 48603
517-797-1814
Principal: David Nizinski
State Building Code: 0942

APPENDIX C

SECONDARY SCHOOLS BY
COUNTY AND DISTRICT, WITH ADDRESSES,
TELEPHONE NUMBERS, AND STATE CODES

SAGINAW COUNTY (cont.)

ST. CHARLES COMMUNITY SCHOOLS DISTRICT (73240)

St. Charles High School
881 W. Walnut
St. Charles, MI 48655

517-865-9991
Principal: Michael P. Olsen
State Building Code: 3659

Thurston Middle School
893. W. Walnut
St. Charles, MI 48655

517-865-9927
Principal:Terrance Fuller
State Building Code: 5693

SWAN VALLEY SCHOOL DISTRICT (73255)

Swan Valley High School
8400 O'Hern
Saginaw, MI 48609

517-781-2740
Principal: Jim Rutledge
State Building Code: 6233

Swan Valley Middle School
8400 O'Hern
Saginaw, MI 48609

517-781-2270
Principal: Richard Decker
State Building Code: 5856

REGIONAL CAREER AND TECHNICAL CENTERS

BAY COUNTY

Bay-Arenac Skill Center Program
4155 Monitor
Bay City, MI 48732

517-686-4770
Director: Michael Rivard
State Building Code: none listed

SAGINAW COUNTY

Saginaw Career Complex
2102 Weiss
Bay City, MI 48732

517-797-4836
517-7974843 (fax)
Principal: Julie Walker
State Building Code: none listed

PUBLIC SCHOOL ACADEMIES

BAY COUNTY

Bay-Arenac Community High School
1608 Hudson
Essexville, MI 48732

517-893-8811
Principal: Shelley Kennedy
State Building Code: none listed

MIDLAND COUNTY

Windover High School
32 S. Homer
Midland, MI 48640

517-832-0852
Principal: Cindy Weber
State Building Code: none listed

Northlane Math and Science Academy
8045 N. River Road
Freeland, MI 48623

517-695-9909
Principal: Tim Flint
State Building Code: none listed

SAGINAW COUNTY

Saginaw Academy For Technology
And Enterprise
2102 Weiss
Saginaw, MI 48602

517-797-4836
Principal: Julie Walker
State Building Code: none listed

ACADEMIES;

SAGINAW COUNTY (cont.)

Benito Juarez Academy
620 Thompson*
Saginaw, MI 48601
517-777-5830
Principal: Lois Schaffer
State Building Code: none listed

Saginaw County Transitional Academy
919 Veteran's Memorial Parkway
Saginaw, MI 48601
517-752-6176
Principal: Tom Holmes
State Building Code: none listed

NON-PUBLIC SCHOOLS

BAY COUNTY

All Saints Central Catholic High School
217 S. Monroe
Bay City, MI 48708
517-892-2533
Principal: Thomas Grange
State Building Code: none listed

First Baptist Academy
1145 W. Center Av.
Essexville, MI 48732
517-893-3530
Principal: Albert Tassell
State Building Code: none listed

MIDLAND COUNTY

Midland Christian School
4417 W. Wackerly Road Route #8
Midland, MI 48640
517-835-9881
Principal: Don Lape
State Building Code: none listed

SAGINAW COUNTY

Bridgeport Baptist Academy
P.O. Box 274
Bridgeport, MI 48722
517-777-6811
Principal: William Swain
State Building Code: none listed

Community Baptist Christian School
8331 Gratiot
Saginaw, MI 48603
517-781-2340
Principal: D. R. Jackson
State Building Code: none listed

Grace Baptist Church School
4619 Mackinaw Road
Saginaw, MI 48603
517-793-2120
Principal: John S. Watson
State Building Code: none listed

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*As of the publication date of this document, the Benito Juarez Academy was anticipating a change in location, but had not confirmed a forwarding address.

NON-PUBLIC SCHOOLS (cont.)

SAGINAW COUNTY (cont.)

Nouvel Central Catholic High School
2555 Wieneke
Saginaw, MI 48603
517-791-4330
Principal: Stanley DeVoir
State Building Code: none listed

Valley Lutheran High School
3560 McCarty Road
Saginaw, MI 48603
517-790-1676
Principal: John M. Brandt
State Building Code: none listed

BOARDING SCHOOLS

SAGINAW COUNTY

Michigan Lutheran Seminary
2777 Hardin Street
Saginaw, MI 48602
517-793-1041
Principal: Paul Prange
State Building Code: none listed

DISTRICT OFFICES, BY COUNTY, WITH ADDRESSES, AND TELEPHONE NUMBERS,

PUBLIC SCHOOLS

ARENAC COUNTY

AUGRES-SIMS DISTRICT (06020)

David J. Schiebel, Superintendent	517-876-7150
P.O. Box 648	
AuGres, MI 48703	

STANDISH-STERLING COMMUNITY SCHOOLS DISTRICT (06050)

Claude L. Inch, Superintendent	517-846-4526
3789 Wyat Road	517-846-7890 (fax)
Standish, MI 48658	

TWINING-ARENAC EASTERN SCHOOLS DISTRICT (06010)

Loren L. Wycoff, Superintendent	517-867-4234
200 Smalley	517-867-4241 (fax)
Twining, MI 48766	

BAY COUNTY

BAY-ARENAC INTERMEDIATE SCHOOL DISTRICT

Jon M. Whan, Superintendent	517-686-4410
4228 Two Mile Road	517-667-3286 (fax)
Bay City, MI 48706	

BANGOR TOWNSHIP PUBLIC SCHOOLS DISTRICT (09030)

Carl C. Hartman, Superintendent	517-684-8121
3520 Old Kawkawlin Road	517-684-6000 (fax
Bay City, MI 48706	

BAY CITY PUBLIC SCHOOLS DISTRICT (09010)

Joe E. Gonzales, Superintendent	517-686-9700
910 N. Walnut	517-686-9861 (fax)
Bay City, MI 48706	

ESSEXVILLE-HAMPTON TOWNSHIP SCHOOL DISTRICT (09050)

Robert J. Winters, Superintendent	517-894-9700
303 Pine	517-894-9705 (fax)
Bay City, MI 48732	

PINCONNING AREA SCHOOL DISTRICT (09090)

Charles E. Bibbee, Superintendent	517-879-4556
605 W. 5th Street	517-879-4705 (fax)
Pinconning, MI 48650	

MIDLAND COUNTY

MIDLAND INTERMEDIATE SCHOOL DISTRICT

James A. McKimmy, Superintendent	517-631-5890
3917 Jefferson Avenue	517-631-4361 (fax)
Midland, MI 48640	

BULLOCK CREEK PUBLIC SCHOOLS DISTRICT (56020)

Thomas Gilstad, Superintendent	517-631-9022
1420 S. Badour	517-631-2882 (fax)
Midland, MI 48640	

COLEMAN COMMUNITY SCHOOL DISTRICT (56030)

Michael C. Smith, Superintendent	517-465-6060
P.O. Box W	517-465-9853 (fax)
Coleman, MI 48618	

MIDLAND PUBLIC SCHOOLS DISTRICT (56010)

Arthur C, Frock, Superintendent	517-839-2401
600 E. Carpenter	517-839-2400 (fax)
Midland, MI 48640	

SANFORD-MERIDIAN PUBLIC SCHOOLS DISTRICT (56050)

Michael J. Manor, Superintendent	517-687-3200
3361 N. M-30	517-687-3222 (fax)
Sanford, MI 48657	

SAGINAW COUNTY

SAGINAW INTERMEDIATE SCHOOL DISTRICT

Larry Engel, Superintendent	517-799-4733
6235 Gratiot	517-793-1571 (fax)
Saginaw, MI 48603	

SAGINAW COUNTY (cont.)

BIRCH RUN AREA SCHOOLS DISTRICT (73170)

Peter J. Dion, Superintendent 517-624-9307
12400 Church Street 517-624-5081 (fax)
Birch Run, MI 48415

BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS DISTRICT (73180)

Larry J. Spencer, Superintendent 517-777-1770
3878 Sherman Street 517-777-4720 (fax)
P.O. Box 613
Bridgeport, MI 48722-0613

BUENA VISTA SCHOOL DISTRICT (73080)

Vivian Keyes Brown, Superintendent 517-755-2184
705 N. Towerline 517-755-0286 (fax)
P.O. Box 14829
Saginaw, MI 48601

CARROLLTON PUBLIC SCHOOLS DISTRICT (73030)

Craig Douglas, Superintendent 517-754-1475
P.O. Box 517 517-754-1470 (fax)
Carrollton, MI 48724

CHESANING UNION SCHOOL DISTRICT (73110)

Michael R. Dewey, Superintendent 517-845-7020
820 S. Line Street 517-845-3722 (fax)
Chesaning, MI 48616

FRANKENMUTH SCHOOL DISTRICT (73190)

Eric Swanson, Superintendent 517-652-9958
941 E. Genesee 517-652-9780 (fax)
Frankenmuth, MI 48734

FREELAND SCHOOL DISTRICT (73200)

Thomas P. Orr, Superintendent 517-695-5527
710 Powley Drive 517-695-5789 (fax).
Freeland, MI 48623

SAGINAW COUNTY (cont.)

HEMLOCK PUBLIC SCHOOLS DISTRICT (73210)

Reginald D. Rye, Superintendent	517-642-5282
1095 N. Hemlock Road	517-642-2773 (fax)
Hemlock, MI 48626	

MERRILL PUBLIC SCHOOLS DISTRICT (73230)

Ken Tesauro, Superintendent	517-643-7261
431 W. Alice Street	517-643-5570 (fax)
Merrill, MI 48637	

SAGINAW CITY SCHOOL DISTRICT (73010)

Foster B. Gibbs, Superintendent	517-759-2200
550 Millard Street	517-759-2315 (fax)
Saginaw, MI 48607-1193	

SAGINAW TOWNSHIP COMMUNITY SCHOOLS DISTRICT (73040)

Phil Hartman, Superintendent	517-797-1800
P.O. Box 6278	517-797-1801 (fax)
Saginaw, MI 48608	

ST. CHARLES COMMUNITY SCHOOLS DISTRICT (73240)

James W. Slick, Superintendent	517-865-9961
891 W. Walnut	517-865-6185 (fax)
St. Charles, MI 48655	

SWAN VALLEY SCHOOL DISTRICT (73255)

Richard Syrek, Superintendent	517-781-3100
8380 O'Hern Road	517-781-3220 (fax)
Saginaw, MI 48609	

DISTRICT OFFICES WITH ADDRESSES, AND TELEPHONE NUMBERS,

NON-PUBLIC SCHOOLS

DIOCESE OF SAGINAW

Marian Mikoliazyk, Superintendent	517-799-7910
5800 Weiss	517-797-6670 (fax)
Saginaw, MI 48603	

MISSOURI SYNOD

George M. Locke, Acting Superintendent	313-665-3791
3773 Geddes	313-665-0255 (fax)
Ann Arbor, MI 48105-3098	

APPENDIX C

COLLEGES AND UNIVERSITIES, WITH CONTACT PERSONS ADDRESSES, AND TELEPHONE NUMBERS

TWO YEAR COLLEGES

(those most likely to receive students from Arenac, Bay, Midland, or Saginaw counties)

BAKER COLLEGE OF FLINT

Judith R. Mansor-Dimmer, Director	810-767-7600
Career Services	810-766-4049 (fax)
1050 West Bristol Road	
Flint, MI 48507-5508	

BAKER COLLEGE OF PORT HURON

Grant Dieterle, Director	810-985-7000
Admissions	810-985-7066 (fax)
3403 Lapeer Road	
Port Huron, MI 48060-2597	

DELTA COLLEGE

Gene Packwood, Director	517-686-9000
Research and Development	517-686-8736 (fax)
University Center, MI 48710	

GREAT LAKES JUNIOR COLLEGE

Donald L. Knight, Dean	517-755-3457
Enrollment Services	(no main fax number)
320 South Washington Avenue	
Saginaw, MI 48607	
and	
Bay City Campus	517-686-1572
3930 Traxler Court	(no main fax number)
Bay City, MI 48706	
Bad Axe Campus	517-269-9288
150 Nugent Road	(no main fax number)
Bad Axe, MI 48413	
Caro Campus	517-673-5857
1231 Cleaver Road	(no main fax number)
Caro, MI 48723	
Midland Campus	517-835-5588
3555 East Patrick Road	(no main fax number)
Midland, MI 48642	

KIRTLAND COMMUNITY COLLEGE

Katherine A. Grosser, Vice President	517-275-5121
Operations	517-275- 8510 (fax)
10775 North St.e Helen Road	
Roscommon, MI 48653	

APPENDIX C

**COLLEGES AND UNIVERSITIES
WITH CONTACT PERSONS,
ADDRESSES AND
TELEPHONE NUMBERS,
PAGE 2**

TWO YEAR COLLEGES (cont.)

LANSING COMMUNITY COLLEGE

Thomas Franke, Dean	517-483-1957
Information and Planning	517-483-1854(fax)
419 North Capital Avenue	
P.O. Box 40010	
Lansing, MI 48901	

MID-MICHIGAN COMMUNITY COLLEGE

Bryan T. McKinney, Executive Director	517-386-6622
Communications and Computer Services	517-386-9088 (fax)
1375 South Clare Avenue	
Harrison, MI 48652-9477	
and	
5805 East Pickard	517-773-6622
Mount Pleasant, MI 48858	(no main fax number)

MOTT COMMUNITY COLLEGE

Anglea Reeves, Executive Director	810-762-0200
Admissions and Records	810-762-0257 (fax)
1401 East Court Street	
Flint, MI 48503	

ST. CLAIR COMMUNITY COLLEGE

Elizabeth Hancock, Director	810-984-3881
Data Processing	810-984-4730 (fax)
323 Erie Street	
P.O. Box 5015	
Port Huron, MI 48061	

COLLEGES AND UNIVERSITIES
WITH CONTACT PERSONS,
ADDRESSES AND
TELEPHONE NUMBERS,
PAGE 3

FOUR YEAR COLLEGES/UNIVERSITIES

(those most likely to receive students from Arenac, Bay, Midland, or Saginaw counties)

ALBION COLLEGE

Donald J. Ohmahan, Dean and 517-629-1000
Vice President 517-629-0509 (fax)
Student Affairs
611 East Porter Street
Albion, MI 49224

ALMA COLLEGE

John W. Seveland, Vice President 517-423-7111
Enrollment and Student Affairs 517-423-7277 (fax)
614 West Superior Street
Alma, MI 48801

CENTRAL MICHIGAN UNIVERSITY

Betty J. Wagner, Director 517-774-4000
Admissions 517-774-3537 (fax)
Mount Pleasant, MI 48859

EASTERN MICHIGAN UNIVERSITY

Ronald W. Collins, Provost and 313-487-1849
Vice President 313-481-1095 (fax)
Academic Affairs
Ypsilanti, MI 48197

FERRIS STATE UNIVERSITY

Teshome Abebe, Vice President 616-592-2000
Academic Affairs 616-592-2990 (fax)
Big Rapids, MI 49307

GRAND VALLEY STATE UNIVERSITY

Glenn A. Niemeyer, Provost and 616-895-6611
Vice President 616-895-3503 (fax)
Academic Affairs
Allendale, MI 49401

COLLEGES AND UNIVERSITIES WITH CONTACT PERSONS, ADDRESSES AND TELEPHONE NUMBERS, PAGE 4

HOPE COLLEGE

James R. Bekkering, Vice President	616-395-7000
Admissions	616-395-7922 (fax)
P.O. Box 9000	
Holland, MI 49422-9000	

MICHIGAN STATE UNIVERSITY

Lee June, Acting Vice President	517-355-1855
Student Affairs and Services	(no main fax number)
East Lansing, MI 48824	

MICHIGAN TECHNICAL UNIVERSITY

Joseph A. Galetto, Director	906-487-1885
Enrollment Management	906-487-2935 (fax)
1400 Townsend Drive	
Houghton, MI 49931	

NORTHERN MICHIGAN UNIVERSITY

Karen M. Reese, Vice President,	906-227-1000
Student Affairs	906-227-2204 (fax)
Marquette, MI 49855	

NORTHWOOD UNIVERSITY - MIDLAND

David D. Long, Dean	517-837-4200
Admissions	(no main fax number)
3225 Cook Road	
Midland, MI 48640	

SAGINAW VALLEY STATE UNIVERSITY

Robert S. P. Yien, Vice President,	517-790-4000
Academic Affairs	(no main fax number)
University Center, MI 48710	

UNIVERSITY OF MICHIGAN - ANN ARBOR

Homer A. Neal, Vice President,	313-764-1817
Research	(no main fax number)
Ann Arbor, MI 48109	

WESTERN MICHIGAN UNIVERSITY

Theresa A. Powell, Vice President,	616-387-1000
Student Affairs	616-387-0958 (fax)
University Center, MI 48710	

APPENDIX D

The following is a brief discussion about simple random sampling. It is accompanied by a sample size chart and a table of random numbers.

The discussion, chart and table may be of particular use to implementers conducting large scale surveys and/or who do not have the resources to survey an entire population.

SIMPLE RANDOM SAMPLING

The best known of the probability sampling procedures is simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the sample. That is, for every pair of elements *X* and *Y*, *X*'s chance of being selected equals *Y*'s chance, and the selection of *X* in no way affects *Y*'s probability of selection. The steps in simple random sampling are:

1. Define the population.
2. List all members of the population.
3. Select the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample.

The most systematic procedure for drawing a random sample is to refer to a *table of random numbers*, which is a table containing columns of digits that have been mechanically generated, usually by a computer, to assure a random order. Table D.1., attached, is an example. The first step in drawing a random sample from a population is to assign each member of the population a distinct identification number. Then the table of random numbers is used to select the identification numbers of the subjects to be included in the sample.

Let us illustrate the use of this table to obtain a sample of 1995 graduates from the graduating class of Washington High School.* First it is necessary to enumerate all of the individuals included in the population. The principal's office could supply a list of all students from the graduating class. One would then assign a number to each individual in the population for identification purposes. Assuming there were 800 students in the school, one might use the numbers 000, 001, 002, 003, ..., 799 for this purpose. Then one would enter a table of random number to obtain numbers of three digits each, using only those numbers that are less than or equal to 799. For each number chosen, the corresponding element in the population falls in the sample. One continues the process until the desired number for the sample has been chosen. Do not be concerned at this point if you have not determined the number to be chosen; that process will be explained in the last part of the paper. It is customary in using a table of random numbers to determine by chance the point at which the table is entered. One way is to touch the page blindly and begin wherever the page is touched.

---

*Fictitious name.

APPENDIX D

The generally understood meaning of the word *random* is "without purpose or by accident." However, random sampling is purposeful and methodical. It is apparent that a sample selected randomly is not subject to the biases of the researcher. When researchers employ this method, they are committing themselves to selecting a sample in such a way that their biases are not permitted to operate. They are pledging themselves to avoid a deliberate selection of subjects who will confirm the hypothesis. They are allowing chance alone to determine which elements in the population will be in the sample.

One would expect a random sample to be representative to the parent population sampled. However, a random selection, especially with small samples, does not absolutely guarantee a sample that will represent the population well. Random selection does guarantee that any differences between the sample and the parent population are only a function of chance and not a result of the researcher's bias. The differences between random samples and their parent population are not systematic. For example, the mean reading achievement of a random sample of sixth-graders may be higher than the mean reading achievement of the parent population, but it is equally likely that the mean for the sample will be lower than the mean for the parent population. In other words, with random sampling the sampling errors are just as likely to be negative as they are to be positive.

Furthermore, statistical theorists have shown, through deductive reasoning, how much one can expect the observations derived from random samples to differ from what would be observed in the population. Remember that characteristics observed in a small sample are more likely to differ from population characteristics than are characteristics observed in a large sample. The chart on the next page shows suggested sample sized needed for 90% confidence with 5% sampling error and 90% confidence with 10% sampling error for various population sizes. It is suggested that the 90%/10% sample size for your population be used unless you have a very heterogeneous population then the 90%/5% sample size for your diverse population are recommended.

Sample Size Chart

Population	Sample Size		Population	Sample Size	
	90/5	90/10		90/5	90/10
10	10	9	220	122	52
15	14	12	230	125	52
20	19	16	240	127	53
25	23	18	250	130	53
30	27	21	260	133	54
35	31	23	270	135	54
40	35	25	280	138	55
45	39	27	290	140	55
50	42	29	300	143	55
55	46	31	320	147	56
60	49	32	340	151	57
65	53	33	360	155	57
70	56	35	380	158	58
75	59	36	400	162	58
80	62	37	420	165	58
85	65	38	440	168	59
90	68	39	460	171	59
95	71	40	480	173	59
100	73	41	500	176	60
110	78	42	559	182	60
120	83	43	600	187	61
130	88	45	650	191	61
140	92	46	700	195	62
150	97	47	750	199	62
160	101	48	800	202	62
170	105	49	900	208	63
180	108	49	1000	213	63
190	112	50	1100	217	64
200	115	51	1200	221	64
210	118	51	1300	224	64

Table D.1. Table of Random Numbers

	Column Number							
Row	00000	00000	11111	11111	22222	22222	33333	33333
	01234	56789	01234	56789	01234	56789	01234	56789
				1st Thousand				
00	23157	54859	01837	25993	76249	70886	95230	36744
01	05545	55043	10537	43508	90611	83744	10962	21343
02	14871	60350	32404	36223	50051	00322	11543	80834
03	38976	74951	94051	75853	78805	90194	32428	71695
04	97312	61718	99755	30870	94251	25841	54882	10513
05	11742	69381	44339	30872	32797	33118	22647	06850
06	43361	28859	11016	45623	93009	00499	43640	74036
07	93806	20478	38268	04491	55751	18932	58475	52571
08	49540	13181	08429	84187	69538	29661	77738	09527
09	36768	72633	37948	21569	41959	68670	45274	83880
10	07092	52392	24627	12067	06558	45344	67338	45320
11	43310	01081	44863	80307	52555	16148	89742	94647
12	61570	06360	06173	63775	63148	95123	35017	46993
13	31352	83799	10779	18941	31579	76448	62584	86919
14	57048	86526	27795	93692	90529	56546	35065	32254
15	09243	44200	68721	07137	30729	75756	09298	27650
16	97957	35018	40894	88329	52230	82521	22532	61587
17	93732	59570	43781	98885	56671	66826	95996	44569
18	72621	11225	00922	68264	35666	59434	71687	58167
19	61020	74418	45371	20794	95917	37866	99536	19378
20	97839	85474	33055	91718	45473	54144	22034	23000
21	89160	97192	22232	90637	35055	45489	88438	16361
22	25966	88220	62871	79265	02823	52862	84919	54883
23	81443	31719	05049	54806	74690	07567	65017	16543
24	11322	54931	42362	34386	08624	97687	46245	23245

Table D.1. Table of Random Numbers (cont.)

	Column Number							
Row	00000	00000	11111	11111	22222	22222	33333	33333
	01234	56789	01234	56789	01234	56789	01234	56789
	2nd Thousand							
00	64755	83885	84122	25920	17696	15655	95045	95947
01	10302	52289	77436	34430	38112	49067	07348	23328
02	71017	98495	51308	50374	66591	02887	53765	69149
03	60012	55605	88410	34879	79655	90169	78800	03666
04	37330	94656	49161	42802	48274	54755	44553	65090
05	47869	87001	31591	12273	60626	12822	34691	61212
06	38040	42737	64167	89578	39323	49324	88434	38706
07	73508	30908	83054	80078	86669	30295	56460	45336
08	32623	46474	84061	04324	20628	37319	32356	43969
09	97591	99549	36630	35106	62069	92975	95320	57734
10	74012	31955	59790	96982	66224	24015	96749	07589
11	56754	26457	13351	05014	90966	33674	69096	33488
12	49800	49908	54831	21998	08528	26372	92923	65026
13	43584	89647	24878	56670	00221	50193	99591	62377
14	16653	79664	60325	71301	35742	83636	73058	87229
15	48502	69055	65322	58748	31446	80237	31252	96367
16	96765	54692	36316	86230	48296	38352	23816	64094
17	38923	61550	80357	81784	23444	12463	33992	28128
18	77958	81694	25225	05587	51073	01070	60218	61961
19	17928	28065	25586	08771	02641	85064	65796	48170
20	94036	85978	02318	04499	41054	10531	87431	21596
21	47460	60479	56230	48417	14372	85167	27558	00368
22	47856	56088	51992	82439	40644	17170	13463	18288
23	57616	34653	92298	62018	10375	76515	62986	90756
24	08300	92704	66752	66610	57188	79107	54222	22013

APPENDIX E

Exhibited here are copies of two different Employment Education Development Plans (EEDPs).

Readers may recall that an updated/completed EEDP for each student was an STW required activity. These examples can be adapted to best suit their own needs by districts without EEDPs in place.

APPENDIX E

High School Course Selection

Grade 9 Date ___/___/___	Grade 10 Date ___/___/___	Grade 11 Date ___/___/___	Grade 12 Date ___/___/_
Career Cluster ______	Career Cluster ______	Career Major ______	Career Major ______
Appropriate Courses to Achieve Career Goals	Appropriate Courses to Achieve Career Goals	Appropriate Courses to Achieve Career Goals	Appropriate Courses to Achieve Career Goals
1 ______	1 ______	1 ______	1 ______
2 ______	2 ______	2 ______	2 ______
3 ______	3 ______	3 ______	3 ______
4 ______	4 ______	4 ______	4 ______
5 ______	5 ______	5 ______	5 ______
6 ______	6 ______	6 ______	6 ______
Work/Volunteer Experience ______ ______	Work/Volunteer Experience ______ ______	Work/Volunteer Experience ______ ______	Work/Volunteer Experience ______ ______
Post High School Plans	Post High School Plans	Post High School Plans	Post High School Plans
(Work) ______	(Work) ______	(Work) ______	(Work) ______
(Education) ______	(Education) ______	(Education) ______	(Education) ______
(Military) ______	(Military) ______	(Military) ______	(Military) ______
______ Student Signature/Date	______ Student Signature/Date	______ Student Signature/Date	______ Student Signature/Date
______ Counselor Signature/Date	______ Counselor Signature/Date	______ Counselor Signature/Date	______ Counselor Signature/Date
______ Parent Signature/Date	______ Parent Signature/Date	______ Parent Signature/Date	______ Parent Signature/Date

EXAMPLE

EXAMPLE

High School Proficiency Test

Diploma Endorsement:

______ Math

______ Science

______ Communications

______ Social Studies

BEST COPY AVAILABLE

APPENDIX E

EMPLOYABILITY/EDUCATIONAL DEVELOPMENT PLAN

The purpose of the E/EDP is career goal setting and planning. This is a record of your career interests and preference as discovered through career exploration activities every year while in high school and revisited through postsecondary education. Each year, following counseling, you will choose classes coinciding with career choices. This career plan will help you develop self and career awareness, enable you to identify alternatives, and implement a plan of action.

M.O.I.S. Career Interest & Exploration

Grade	M.O.I.S. Profile	Career Choice	Recommended Skills
______		______ ______	______ ______
______		______ ______	______ ______
______		______ ______	______ ______

1	2	3	4	5	6	7
I	A	S	C	W	E	T
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament

EXAMPLE

Aptitude Test Results

EXAMPLE

Grades 9 and 10:

Career Cluster Options:

______ Arts & Communication

______ Education & Human Services

______ Health Services

______ Other ______

______ Business Services Technology

______ Environmental Services

______ Technical & Engineering Systems

______ Other ______

EXAMPLE

Career Major:

Grade 11 ______

Grade 12 ______

APPENDIX E

CAREER DEVELOPMENT PLAN

Student Name ______________________

SOPHOMORE JUNIOR SENIOR

My Interests Are...	My Best Abilities Are...
______________________	______________________
______________________	______________________

Areas In Which I Would Like To Improve Are: ______________________
____
____

My Current Career Goals: ______________________
____
____

EXAMPLE

Classes Needed To Reach Goals	Education/Training or Skills I Need To Develop To Reach Goals	Work Experiences/Dates
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

Achievements	Activities	Volunteerism
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

APPENDIX E

Counselor Checklist

Testing

______ PLAN
______ ASVAB
______ PSAT
______ SAT
______ ACT
______ SAT II
______ Other

Career Cluster Sheet ______
Career Center Visit ______
Job Shadow Experience ______
Four Year Plan Review ______
Post-Graduate Plan Review ______
Media Center Visit ______
Study Skills Assessment ______
Co-op/Mentorship/Vocational Ed. ______
Current Employment Status ______

NOTES:

______
______
______
______
______
______
______
______
______
______

EXAMPLE

APPENDIX E

Career And Employment Benchmarks

Student Name ______________________________

EMPLOYABILITY SKILLS

Processing Information	Date	Verifier
1. Select and evaluate information.	_____	_____
2. Select ways to organize information.	_____	_____
3. Interpret and communicate information.	_____	_____

Computer Usage	Date	Verifier
1. Use word processing communication.	_____	_____
2. Use graphics program multimedia.	_____	_____
3. Use a spreadsheet program database.	_____	_____

Technology Application	Date	Verifier
1. Set up appropriate machines/equipment.	_____	_____
2. Produce a product using technology.	_____	_____
3. Maintain and troubleshoot technology.	_____	_____

Organizing & Resourcing	Date	Verifier
1. Schedule time to meet task/ project deadlines.	_____	_____
2. Select appropriate human/material resources.	_____	_____
3. Allocate human and material resources to complete a task/project.	_____	_____

Oral Communication	Date	Verifier
1. Deliver messages with clarity.	_____	_____
2. Follow oral directions.	_____	_____
3. Participate in group discussions.	_____	_____

Written Communication	Date	Verifier
1. Organize thoughts into expressive written form.	_____	_____
2. Proofread, edit, and revise written documents.	_____	_____
3. Use correct grammar and spelling in writing.	_____	_____

Reading Application	Date	Verifier
1. Investigate the meaning of unknown words.	_____	_____
2. Extract the main ideas of messages.	_____	_____
3. Identify relevant details, facts, and specifications from reading.	_____	_____

Mathematical Processing	Date	Verifier
1. Using measuring tools and systems.	_____	_____
2. Use basic computational skills.	_____	_____
3. Use graphic formats to display and obtain information.	_____	_____

Systems Usage	Date	Verifier
1. Identify the system and its purpose.	_____	_____
2. Monitor and improve performance.	_____	_____
3. Adapt to situational changes.	_____	_____

Science	Date	Verifier
1. Use scientific processes, hypothesis testing, data collection and analysis to solve problems.	_____	_____
2. Follow safety procedures.	_____	_____
3. Apply knowledge of earth, life and physical sciences in work settings.	_____	_____
4. Choose appropriate tools to complete tasks.	_____	_____

INTERPERSONAL SKILLS

Membership	Date	Verifier
1. Organize group work.	_____	_____
2. Involve all group members.	_____	_____
3. Set positive examples for others.	_____	_____

Teamwork	Date	Verifier
1. Contribute ideas, suggestions, and efforts for completion of group tasks.	_____	_____
2. Solve conflict in positive ways.	_____	_____
3. Cooperate as a member of a multiethnic, mixed gender team.	_____	_____

Problem Solving	Date	Verifier
1. Identify and solve problems/issues.	_____	_____
2. Generate and select from alternative strategies to solve problems.	_____	_____
3. Consider the consequences of actions.	_____	_____
4. Make informed decisions.	_____	_____

Responsibility	Date	Verifier
1. Display punctuality and regular attendance.	_____	_____
2. Complete tasks on time and meet deadlines.	_____	_____
3. Take care of materials and equipment; respect the property of others.	_____	_____

Self Confidence	Date	Verifier
1. Display confidence in self and work.	_____	_____
2. Demonstrate initiative.	_____	_____
3. Assess/evaluate criticism.	_____	_____

Self Management	Date	Verifier
1. Exhibit self control.	_____	_____
2. Work without close supervision.	_____	_____
3. Evaluate and monitor personal performance.	_____	_____

Responsiveness	Date	Verifier
1. Exhibit trustworthy behavior.	_____	_____
2. Respect rights, property, and differences of others.	_____	_____
3. Seek out understanding of people different than your own background.	_____	_____
4. Exhibit sensitivity to the attitudes, values, and feelings of others.	_____	_____

Personal Identification	Date	Verifier
1. Complete a formal portfolio.	_____	_____
2. Produce a resume.	_____	_____
3. Produce a cover letter.	_____	_____

EXAMPLE

APPENDIX F

Presented here is an outline of the School-To-Work Mangement Information System Database with the data file structures created for the instruments and data sources contained in Appendix B.

It must be noted that the variable set of this database should not be considered complete, since it is uncertain at this time what data will be reported from the various post-secondary institutions and how they will report their data. Furthermore, only specified data elements have been selected from the three different versions of the High School Graduates Survey used by three counties in this region.

APPENDIX F

STW Database
Page 1 of 32

SCHOOL TO WORK
MANAGEMENT INFORMATION SYSTEM DATABASE

Project 1:	**Student Level Data**				**Page 2**
	Form #1:	**STW Student Data Summary Form**			
	Table 1 of 6 -	Demographics	**File Name:**	g_demos.dbf	
	Table 2 of 6 -	Grade 8 Data		grade08.dbf	
	Table 3 of 6 -	Grade 9 Data		grade09.dbf	
	Table 4 of 6 -	Grade 10 Data		grade10.dbf	
	Table 5 of 6 -	Grade 11 Data		grade11.dbf	
	Table 6 of 6 -	Grade 12 Data		grade12.dbf	
Project 2:	**School Level Data**				**Page 15**
	Form #2:	**Education-Business Partnership Summary Form**			
	Table 1 of 1		**File Name:**	ed_bus.dbf	
Project 3:	**District Level Data**				**Page 17**
	Form #3:	**STW Process Milestones Checklist for Grades PK - 12**			
	Table 1 of 1		**File Name:**	miles.dbf	
	Form #4:	**Rates from Head Count Report**			
	Table 1 of 1		**File Name:**	rates.dbf	
	Form #5:	**Parent Satisfaction Survey**			
	Table 1 of 1		**File Name:**	parent.dbf	
Project 4:	**Region Level Data**				**Page 23**
	Form #6:	**Two Year College Enrollment Report**			
	Table 1 of 1		**File Name:**	college2.dbf	
	Form #7:	**Post_Secondary Educational Institution Survey**			
	Table 1 of 1		**File Name:**	post_sec.dbf	
	Form #8:	**Employer Survey:** Recent Hires of High School Graduates			
	Table 1 of 1		**File Name:**	rec_hire.dbf	
	Form #9:	**High School Graduates Survey ***			
	Table 1 of 1		**File Name:**	hs_grads.dbf	

* Survey form not included in Appendix B, please refer to form adopted by individual county.

Project 1: Student Level Data

Form #1: SCHOOL TO WORK
Student Data Summary Form

A copy of this form can be found in Appendix B.

APPENDIX F

Form # 1 : **School To Work Student Summary Form**
Table 1 of 6 : **Student Demographics**

STW Database
Page 3 of 32

File Name: **g_demos.dbf**

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	STW Identification	STW_ID	Character	10	
2	Last name	SNAME_LAST	Character	15	
3	First name	SNAME_FIRST	Character	15	
4	Middle initial	SNAME_MINI	Character	1	
5	Birth date	SB_DATE	Date	8	
6	Sex	SSEX	Character	1	F, M
7	Ethnicity	SETHNICITY	Character	1	A = Asian, B = Black H = Hispanic N = Am. Native O = Other, W = White
8	Disability (Special Education or Section 504)	SDISABILITY	Logical	1	Y, N
9	Limited English proficiency	SLEP	Logical	1	Y, N
10	Academically talented	SAC_TALENT	Logical	1	Y, N
11	Eligible for free/reduced price lunch	SFREE_RED	Logical	1	Y, N
			Total	56	

APPENDIX F

Form # 1 : **School To Work Student Data Summary Form**
Table 2 of 6 : 8th Grade Data

STW Database
Page 4 of 32

File Name: **grade08.dbf**

FILE STRUCTURE

No	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	A_GRADE	Character	2	
6	District	A_DIST	Character	15	
7	District Code	A_DIST_ID	Character	5	
8	School	A_SCHOOL	Character	15	
9	Type if Public School	A_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	A_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	A_PRIV_O	Character	20	
12	Student Identification	A_STD_ID	Character	10	
13	Updated EEDP	A_EEDP	Logical	1	Y, N
14	Updated Portfolio	A_PORTOF	Logical	1	Y, N
15	Job Shadowing	A_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	A_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	A_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	A_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	A_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	A_YWORK_U	Logical	1	Y, N
21	Summer Structured Work Experience (paid)	A_SWORK_P	Logical	1	Y, N
22	Summer Structured Work Experience (unpaid)	A_SWORK_U	Logical	1	Y, N
23	Community Service Learning/Volunteer Work	A_VOLUNTEE	Logical	1	Y, N
24	Other Workplace Experiences (work permit)	A_WPERMIT	Logical	1	Y, N

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APPENDIX F

File Name: grade08.dbf - continued

STW Database
Page 5 of 32

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
25	Specify	A_WPERM_O	Character	15	
26	Middle/High School Vocational Program	A_VOC_MH	Logical	1	Y, N
27	Skill Center Vocational Program	A_VOC_SKIL	Logical	1	Y, N
28	Skill Certificate Vocational Program	A_VOC_CERT	Logical	1	Y, N
29	Transition II/Tech Prep	A_TRANS2	Logical	1	Y, N
30	Student's Selected Career Major	A_CMAJOR	Character	15	
31	Current Date of Update	A_UPDATE	Date	8	
32	Name of Person Updating Form	A_NAME	Character	20	
33	Position of Person Updating Form	A_POSITION	Character	10	
			Total	193	

APPENDIX F

Form # 1 : School To Work Student Data Summary Form
Table 3 of 6 : 9th Grade Data

STW Database
Page 6 of 32

File Name: grade09.dbf

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	B_GRADE	Character	2	
6	District	B_DISTRICT	Character	15	
7	District Code	B_DIST_ID	Character	5	
8	School	B_SCHOOL	Character	15	
9	Type if Public School	B_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	B_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	B_PRIV_O	Character	20	
12	Student Identification	B_STD_ID	Character	10	
13	Updated EEDP	B_EEDP	Logical	1	Y, N
14	Updated Portfolio	B_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	B_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	B_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	B_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	B_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	B_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	B_YWORK_U	Logical	1	Y, N
21	Internship (paid)	B_YINTERN_P	Logical	1	Y, N
22	Internship (unpaid)	B_YINTERN_U	Logical	1	Y, N
23	Summer Structured Work Experience (paid)	B_SWORK_P	Logical	1	Y, N
24	Summer Structured Work Experience (unpaid)	B_SWORK_U	Logical	1	Y, N

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APPENDIX F

File Name: grade09.dbf - continued

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
25	Summer Internship (paid)	B_SINTERN_P	Logical	1	Y, N
26	Summer Internship (unpaid)	B_SINTERN_U	Logical	1	Y, N
27	Community Service Learning/Volunteer Work	B_VOLUNTEER	Logical	1	Y, N
28	Other Workplace Experiences (work permit)	B_WPERMIT	Logical	1	Y, N
29	Specify	B_WPERM_O	Character	15	
30	Middle/High School Vocational Program	B_VOC_MH	Logical	1	Y, N
31	Skill Center Vocational Program	B_VOC_SKIL	Logical	1	Y, N
32	Skill Certificate Vocational Program	B_VOC_CERT	Logical	1	Y, N
33	Transition II Tech Prep	B_TRANS2	Logical	1	Y, N
34	Apprenticeship	B_APPRENTICE	Logical	1	Y, N
35	Student's Selected Career Major	B_CMAJOR	Character	15	
36	Current Date of Update	B_UPDATE	Date	8	
37	Name of Person Updating Form	B_NAME	Character	20	
38	Position of Person Updating Form	B_POSITION	Character	10	
			Total	198	

APPENDIX F

Form # 1 : School To Work Student Data Summary Form
Table 4 of 6 : 10th grade data

File Name: grade10.dbf

FILE STRUCTURE

No	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	C_GRADE	Character	2	
6	District	C_DIST	Character	15	
7	District Code	C_DIST_ID	Character	5	
8	School	C_SCHOOL	Character	15	
9	Type if Public School	C_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	C_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	C_PRIV_O	Character	20	
12	Student Identification	C_STD_ID	Character	10	
13	Updated EEDP	C_EEDP	Logical	1	Y, N
14	Updated Portfolio	C_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	C_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	C_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	C_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	C_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	C_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	C_YWORK_U	Logical	1	Y, N
21	Internship (paid)	C_YINTERN_P	Logical	1	Y, N
22	Internship (unpaid)	C_YINTERN_U	Logical	1	Y, N
23	Summer Structured Work Experience (paid)	C_SWORK_P	Logical	1	Y, N
24	Summer Structured Work Experience (unpaid)	C_SWORK_U	Logical	1	Y, N

File Name: grade10.dbf - continued

STW Database
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FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
25	Summer Internship (paid)	C_SINTERN_P	Logical	1	Y, N
26	Summer Internship (unpaid)	C_SINTERN_U	Logical	1	Y, N
27	Community Service Learning/Volunteer Work	C_VOLUNTEE	Logical	1	Y, N
28	Other Workplace Experiences (work permit)	C_WPERMIT	Logical	1	Y, N
29	Specify	C_WPERM_O	Character	15	
30	Middle/High School Vocational Program	C_VOC_MH	Logical	1	Y, N
31	Skill Center Vocational Program	C_VOC_SKILL	Logical	1	Y, N
32	Skill Certificate Vocational Program	C_VOC_CERT	Logical	1	Y, N
33	Transition II/Tech Prep	C_TRANS2	Logical	1	Y, N
34	Apprenticeship	C_APPRENTICE	Logical	1	Y, N
35	Student's Selected Career Major	C_CMAJOR	Character	15	
36	Current Date of Update	C_UPDATE	Date	8	
37	Name of Person Updating Form	C_NAME	Character	20	
38	Position of Person Updating Form	C_POSITION	Character	10	
			Total	198	

APPENDIX F

Form # 1: School To Work Student Data Summary Form **STW Database**
Table 5 of 6 : 11th Grade Data **Page 10 of 32**

File Name: grade11.dbf

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	D_GRADE	Character	2	
6	District	D_DISTRICT	Character	15	
7	District Code	D_DIST_ID	Character	5	
8	School	D_SCHOOL	Character	15	
9	Type if Public School	D_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	D_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	D_PRIV_O	Character	20	
12	Student Identification	D_STD_ID	Character	10	
13	Updated EEDP	D_EEDP	Logical	1	Y, N
14	Updated Portfolio	D_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	D_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	D_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	D_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	D_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	D_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	D_YWORK_U	Logical	1	Y, N
21	Internship (paid)	D_YINTERN_P	Logical	1	Y, N
22	Internship (unpaid)	D_YINTERN_U	Logical	1	Y, N
23	Summer Structured Work Experience (paid)	D_SWORK_P	Logical	1	Y, N
24	Summer Structured Work Experience (unpaid)	D_SWORK_U	Logical	1	Y, N

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APPENDIX F

File Name: grade11.dbf - continued

STW Database
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FILE STRUCTURE

No	Variable	Field Name	Type	Field Width	Code
25	Summer Internship (paid)	D_SINTERN_P	Logical	1	Y, N
26	Summer Internship (unpaid)	D_SINTERN_U	Logical	1	Y, N
27	Community Service Learning/Volunteer Work	D_VOLUNTEER	Logical	1	Y, N
28	Other Workplace Experiences (work permit)	D_WPERMIT	Logical	1	Y, N
29	Specify	D_WPERM_O	Character	15	
30	Middle/High School Vocational Program	D_VOC_MH	Logical	1	Y, N
31	Skill Center Vocational Program	D_VOC_SKILL	Logical	1	Y, N
32	Skill Certificate Vocational Program	D_VOC_CERT	Logical	1	Y, N
33	Transition II/Tech Prep	D_TRANS2	Logical	1	Y, N
34	Apprenticeship	D_APPRENTICE	Logical	1	Y, N
35	Assigned to a Career-Related Workplace Mentor	D_MENTOR	Logical	1	Y, N
36	Student's Selected Career Major	D_CMAJOR	Character	15	
37	Current Date of Update	D_UPDATE	Date	8	
38	Name of Person Updating Form	D_NAME	Character	20	
39	Position of Person Updating Form	D_POSITION	Character	10	
			Total	199	

APPENDIX F

Form # 1 : **School To Work Student Data Summary Form**
Table 6 of 6 : **12th Grade Data**

STW Database
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File Name: **grade12.dbf**

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	E_GRADE	Character	2	
6	District	E_DISTRICT	Character	15	
7	District Code	E_DIST_ID	Character	5	
8	School	E_SCHOOL	Character	15	
9	Type if Public School	E_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	E_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	E_PRIV_O	Character	20	
12	Student Identification	E_STD_ID	Character	10	
13	Updated EEDP	E_EEDP	Logical	1	Y, N
14	Updated Portfolio	E_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	E_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	E_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	E_SKILLCERT	Logical	1	Y, N
18	Skill Cert. Program Completed	E_SKILLC_C	Logical	1	Y, N
19	Work Study (Special Education) Program	E_WORKSTUD	Logical	1	Y, N
20	Work Study (Special Education) Program Completed	E_WORKS_C	Logical	1	Y, N
21	School Year Structured Work Experience (paid)	E_YWORK_P	Logical	1	Y, N
22	School Year Structured Work Experience (unpaid)	E_YWORK_U	Logical	1	Y, N
23	Internship (paid)	E_YINTERN_P	Logical	1	Y, N
24	Paid Internship completed	E_YINTP_C	Logical	1	Y, N
25	Internship (unpaid)	E_YINTERN_U	Logical	1	Y, N

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APPENDIX F

File Name: grade12.dbf - continued

STW Database
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FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
26	Unpaid Internship completed	E_YINTU_C	Logical	1	Y, N
27	Summer Structured Work Experience (paid)	E_SWORK_P	Logical	1	Y, N
28	Summer Structured Work Experience (unpaid)	E_SWORK_U	Logical	1	Y, N
29	Summer Internship (paid)	E_SINTERN_P	Logical	1	Y, N
30	Summer Paid Internship Completed	E_SINTP_C	Logical	1	Y, N
31	Summer Internship (unpaid)	E_SINTERN_U	Logical	1	Y, N
32	Summer Unpaid Internship Completed	E_SINTU_C	Logical	1	Y, N
33	Community Service Learning/Volunteer Work	E_VOLUNTEER	Logical	1	Y, N
34	Other Workplace Experiences (work permit)	E_WPERMIT	Logical	1	Y, N
35	Specify	E_WPERM_O	Character	15	
36	Middle/High School Vocational Program	E_VOC_MH	Logical	1	Y, N
37	Middle/High School Vocational Program Completed	E_VOCMH_C	Logical	1	Y, N
38	Skill Center Vocational Program	E_VOC_SKILL	Logical	1	Y, N
39	Skill Center Vocational Program Completed	E_VOCSK_C	Logical	1	Y, N
40	Skill Certificate Vocational Program	E_VOC_CERT	Logical	1	Y, N
41	Skill Certificate Vocational Program Completed	E_VOCCERT_C	Logical	1	Y, N
42	Transition II/Tech Prep	E_TRANS2	Logical	1	Y, N
43	Transition II/Tech Prep Completed	E_TRANS2_C	Logical	1	Y, N
44	Apprenticeship	E_APPRENTICE	Logical	1	Y, N
45	Apprenticeship Completed	E_APPR_C	Logical	1	Y, N
46	Assigned to a Career-Related Workplace Mentor	E_MENTOR	Logical	1	Y, N
47	Career-Related Workplace Mentor Completed	E_MENT_C	Logical	1	Y, N
48	Student's Selected Career Major	E_CMAJOR	Character	15	
49	Current Date of Update	E_UPDATE	Date	8	
50	Name of Person Updating Form	E_NAME	Character	20	

APPENDIX F

File Name: grade12.dbf - continued

STW Database
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FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
51	Position of Person Updating Form	E_POSITION	Character	10	
52	Five blank spaces	BLANK	Character	5	
53	Graduated	DIPLOMA	Logical	1	Y, N
54	Endorsed diploma attainment Communication Arts	END_CA	Logical	1	Y, N
55	Endorsed diploma attainment Mathematics	END_MA	Logical	1	Y, N
56	Endorsed diploma attainment Science	END_SC	Logical	1	Y, N
57	Endorsed diploma attainment Social Studies	END_SS	Logical	1	Y, N
58	Plans for work or education after high school graduation	COLLEGE	Character	1	2 = 2 Year, 4 = 4 Year 0 = Other
59	College -where	COLL_WHERE	Character	20	
60	Apprenticeship	APPRENT	Logical	1	Y, N
61	Apprenticeship - where	APP_WHERE	Character	20	
62	Military	MILITARY	Logical	1	Y, N
63	Military - where	MILI_WHERE	Character	20	Y, N
64	Caring for family full time	FAMILY	Logical	1	Y, N
65	Undecided / Other	OTHER	Character	20	
66	Five blank spaces	BLANK2	Character	5	
67	First contact Name	CONTACT1	Character	15	
68	First contact Address	ADDRESS1	Character	15	
69	First contact City	CITY1	Character	15	
70	Second contact Name	CONTACT2	Character	15	
71	Second contact Address	ADDRESS2	Character	15	
72	Second contact City	CITY2	Character	15	
			Total	400	

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Project 2: School Level Data

Form #2: Education-Business Partnership Summary Form

A copy of this form can be found in **Appendix B.**

APPENDIX F

Form # 2: Education-Business Partnership Summary Form
Table 1 of 1

STW Database
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File Name: ed_bus.dbf

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	School Name	SCHOOL	Character	15	
2	Reporting Date	REP_DATE	Date	8	
3	School Year	SCHOOL_YR	Character	5	
4	District Code	DIST_ID	Character	5	
5	Page Number	PAGE	Character	2	
6	No. of Total Pages	PAGE_OF	Character	2	
7	Partners	PARTNERS	Character	15	
8	Policy	LEVEL1	Logical	1	Y, N
9	Systematic Educational Improvement	LEVEL2	Logical	1	Y, N
10	Management	LEVEL3	Logical	1	Y, N
11	Training and Professional Development	LEVEL4	Logical	1	Y, N
12	Classroom	LEVEL5	Logical	1	Y, N
13	Special Services	LEVEL6	Logical	1	Y, N
				Total	59

Project 3: District Level Data

Form #3: **SCHOOL TO WORK
Process Milestones Checklist
for Grades PK - 12**

Form #4: **Rates from Head Count Report**

Form #5: **Parent Satisfaction Survey**

A copy of each form/summary report can be found in **Appendix B.**

APPENDIX F

Form # 3: School To Work Process Milestones Checklist for Grades PK - 12
Table 1 of 1

File Name: miles.dbf

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	District Code	DIST_CODE	Character	5	
2	District Name	DIST_NAME	Character	15	
3	Contact Person Completing	CONTACT	Character	15	
4	Current Date	DATE	Date	8	
5	School Year	SCHOOL_YR	Character	5	
6	Grade of Student	GRADE	Character	2	
7	Goals and Objectives Start-up Meetings	G_START	Logical	1	Y, N
8	Goals and Objectives Draft Copy	G_DRAFT	Logical	1	Y, N
9	Goals and Objectives Final Copy	G_FINAL	Logical	1	Y, N
10	Goals and Objectives Piloting	G_PILOT	Logical	1	Y, N
11	Goals and Objectives Full Implementation	G_FULL	Logical	1	Y, N
12	Goals and Objectives Evaluation of Results	G_EVAL	Logical	1	Y, N
13	Goals and Objectives Refinement of Curriculum	G_REFINE	Logical	1	Y, N
14	Goals and Objectives Comments on Back-up Document	G_BACKUP	Character	30	
15	Strategies / Practices Start-up Meetings	S_START	Logical	1	Y, N
16	Strategies / Practices Draft Copy	S_DRAFT	Logical	1	Y, N
17	Strategies / Practices Final Copy	S_FINAL	Logical	1	Y, N
18	Strategies / Practices Piloting	S_PILOT	Logical	1	Y, N
19	Strategies / Practices Full Implementation	S_FULL	Logical	1	Y, N
20	Strategies / Practices Evaluation of Results	S_EVAL	Logical	1	Y, N
21	Strategies / Practices Refinement of Curriculum	S_REFINE	Logical	1	Y, N

APPENDIX F

File Name: miles.dbf - continued

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FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
22	Strategies / Practices Comments on Back-up Document	S_BACKUP	Character	30	
23	Material acquisition Start-up Meetings	MA_START	Logical	1	Y, N
24	Material acquisition Draft Copy	MA_DRAFT	Logical	1	Y, N
25	Material acquisition Final Copy	MA_FINAL	Logical	1	Y, N
26	Material acquisition Piloting	MA_PILOT	Logical	1	Y, N
27	Material acquisition Full Implementation	MA_FULL	Logical	1	Y, N
28	Material acquisition Evaluation of Results	MA_EVAL	Logical	1	Y, N
29	Material acquisition Refinement of Curriculum	MA_REFINE	Logical	1	Y, N
30	Material acquisition Comments on Back-up Document	MA_BACKUP	Character	30	
31	Inservice of Staff Start-up Meetings	I_START	Logical	1	Y, N
32	Inservice of Staff Draft Copy	I_DRAFT	Logical	1	Y, N
33	Inservice of Staff Final Copy	I_FINAL	Logical	1	Y, N
34	Inservice of Staff Piloting	I_PILOT	Logical	1	Y, N
35	Inservice of Staff Full Implementation	I_FULL	Logical	1	Y, N
36	Inservice of Staff Evaluation of Results	I_EVAL	Logical	1	Y, N
37	Inservice of Staff Refinement of Curriculum	I_REFINE	Logical	1	Y, N
38	Inservice of Staff Comments on Back-up Document	I_BACKUP	Character	30	
39	Monitoring of Classroom Start-up Meetings	MO_START	Logical	1	Y, N
40	Monitoring of Classroom Draft Copy	MO_DRAFT	Logical	1	Y, N
41	Monitoring of Classroom Final Copy	MO_FINAL	Logical	1	Y, N

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File Name: miles.dbf - continued

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
42	Monitoring of Classroom Piloting	MO_PILOT	Logical	1	Y, N
43	Monitoring of Classroom Full Implementation	MO_FULL	Logical	1	Y, N
44	Monitoring of Classroom Evaluation of Results	MO_EVAL	Logical	1	Y, N
45	Monitoring of Classroom Refinement of Curriculum	MO_REFINE	Logical	1	Y, N
46	Monitoring of Classroom Comments on Back-up Document	MO_BACKUP	Character	30	
47	Repeat of Development Cycle Start-up Meetings	R_START	Logical	1	Y, N
48	Repeat of Development Cycle Draft Copy	R_DRAFT	Logical	1	Y, N
49	Repeat of Development Cycle Final Copy	R_FINAL	Logical	1	Y, N
50	Repeat of Development Cycle Piloting	R_PILOT	Logical	1	Y, N
51	Repeat of Development Cycle Full Implementation	R_FULL	Logical	1	Y, N
52	Repeat of Development Cycle Evaluation of Results	R_EVAL	Logical	1	Y, N
53	Repeat of Development Cycle Refinement of Curriculum	R_REFINE	Logical	1	Y, N
54	Repeat of Development Cycle Comments on Back-up Document	R_BACKUP	Character	30	
55	Description of Curriculum Thrust at this Level	CURRICULUM	Character	40	
			Total	313	

APPENDIX F

Form # 4: Rates from Head Count Report - Michigan Department of Education
Table 1 of 1

STW Database
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File Name: rates.dbf

STRUCTURE

Number	Variable	Field Name	Type	Field Width	Decimal	Code
1	Graduation Year	GRAD_YEAR	Character	5		
2	District Code	DIST_CODE	Character	5		
3	District Name	DIST_NAME	Character	15		
4	Graduation Completion Rate	GRAD_COMPL	Numeric	6	2	
5	Dropout Rate	DROPOUT	Numeric	5	2	
			Total	37		

APPENDIX F

Form # 5: Parent Satisfaction Survey - Recent Graduates
Table 1 of 1

STW Database
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File Name: parent.dbf

FILE STRUCTURE

Number	Variable	Field Name	Type	Field Width	Code
1	District Code	DIST_CODE	Character	5	
2	District Name	DIST_NAME	Character	15	
3	Record Identification	REC_ID	Character	5	
4	Graduation Year	GRAD_YEAR	Character	5	
5	Date	DATE	Date	8	
6	Question 1	QUEST_1	Character	1	0 = No. 1 = Yes. 2 = Unsure
7	Specify	QUEST_11	Character	20	
8	Question 2	QUEST_2	Character	1	0 = No. 1 = Yes. 2 = Unsure
9	Specify	QUEST_21	Character	20	
10	Suggestions	SUGGEST	Character	40	
			Total	121	

Project 4: Region Level Data

Form #6: **Two Year College Enrollment Report**

Form #7: **Post-Secondary Educational Survey**

Form #8: **Employer Survey:**
Recent Hires of High School Graduates

A copy of each form/summary report can be found in **Appendix B.**

Form #9: **High School Graduates Survey**

Please contact county for a copy of this survey form.

APPENDIX F

Form # 6: Two Year College Enrollment Report
Table 1 of 1

STW Database
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File Name: college2.dbf

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Record Identification	REC_ID	Character	5	
2	Reporting College	COLL_2	Character	15	
3	Graduation Year	GRAD_YEAR	Character	5	
4	Reporting Year	SCHOOL_YR	Character	5	
5	Region	REGION	Character	15	
6	Enrolled Total	ENR_TOTAL	Numeric	3	
7	Enrolled Female Total	FEMALE	Numeric	3	
8	Enrolled Male Total	MALE	Numeric	3	
9	Enrolled White Total	WHITE	Numeric	3	
10	Enrolled Black Total	BLACK	Numeric	3	
11	Enrolled Hispanic Total	HISPANIC	Numeric	3	
12	Enrolled Asian Total	ASIAN	Numeric	3	
13	Enrolled Native Total	NATIVE	Numeric	3	
14	Pell Grant Total Eligible	PELL_YES	Numeric	3	
15	Pell Grant Total Not Eligible	PELL_NO	Numeric	3	
16	Total students with GPA 3.0 or higher	GPA_3	Numeric	3	
17	Total students with GPA 2.0 thru 2.9	GPA_2	Numeric	3	

APPENDIX F

File Name: college2.dbf - continued

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
18	Total students with GPA 1.0 thru 1.9	GPA_1	Numeric	3	
19	Total students with GPA 1.0 thru 1.9	GPA_O	Numeric	3	
			Total	88	

APPENDIX F

Form # 7: Post Secondary Educational Institution Survey
Table 1 of 1
File Name: post_sec.dbf

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FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Record Identification	ID_NO	Character	5	
2	Record Date	REC_DATE	Date	8	
3	County	COUNTY	Character	10	
4	Graduation Year	GRAD_YR	Character	5	
5	No. of Students with Completed Degree or Skill Certificate	COMPLETERS	Numeric	5	
6	Skill Certificate Student Count	S_COUNT	Numeric	5	
7	Skill Certificate Male Count	S_MALE	Numeric	5	
8	Skill Certificate Female Count	S_FEMALE	Numeric	5	
9	Skill Certificate Ethnicity/White Count	S_WHITE	Numeric	5	
10	Skill Certificate Ethnicity/Black Count	S_BLACK	Numeric	5	
11	Skill Certificate Ethnicity/Hispanic Count	S_HISPANIC	Numeric	5	
12	Skill Certificate Ethnicity/Asian Count	S_ASIAN	Numeric	5	
13	Skill Certificate Ethnicity/Native American Count	S_NATIVE	Numeric	5	
14	Skill Certificate Ethnicity/Other Count	S_OTHER	Numeric	5	

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
15	Skill Certificate Count Eligible for Pell	S_PELL_Y	Numeric	5	
16	Skill Certificate Count Not Eligible for Pell	S_PELL_N	Numeric	5	
17	Skill Certificate Count of Limited English Proficiency	S_LEP	Numeric	5	
18	Skill Certificate Count of Disabled	S_DISABLE	Numeric	5	
19	Skill Certificate Count of Academically Talented	S_AC_TAL	Numeric	5	
20	Associate Degree Student Count	A_COUNT	Numeric	5	
21	Associate Degree Male Count	A_MALE	Numeric	5	
22	Associate Degree Female Count	A_FEMALE	Numeric	5	
23	Associate Degree Ethnicity/White Count	A_WHITE	Numeric	5	
24	Associate Degree Ethnicity/Black Count	A_BLACK	Numeric	5	
25	Associate Degree Ethnicity/Hispanic Count	A_HISPANIC	Numeric	5	
26	Associate Degree Ethnicity/Asian Count	A_ASIAN	Numeric	5	
27	Associate Degree Ethnicity/Native American Count	A_NATIVE	Numeric	5	
28	Associate Degree Ethnicity/Other Count	A_OTHER	Numeric	5	

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
29	Associate Degree Count Eligible for Pell	A_PELL_Y	Numeric	5	
30	Associate Degree Count Not Eligible for Pell	A_PELL_N	Numeric	5	
31	Associate Degree Count of Limited English Proficiency	A_LEP	Numeric	5	
32	Associate Degree Count of Disabled	A_DISABLE	Numeric	5	
33	Associate Degree Count of Academically Talented	A_AC_TAL	Numeric	5	
34	Bachelor Degree Student Count	B_COUNT	Numeric	5	
35	Bachelor Degree Male Count	B_MALE	Numeric	5	
36	Bachelor Degree Female Count	B_FEMALE	Numeric	5	
37	Bachelor Degree Ethnicity/White Count	B_WHITE	Numeric	5	
38	Bachelor Degree Ethnicity/Black Count	B_BLACK	Numeric	5	
39	Bachelor Degree Ethnicity/Hispanic Count	B_HISPANIC	Numeric	5	
40	Bachelor Degree Ethnicity/Asian Count	B_ASIAN	Numeric	5	
41	Bachelor Degree Ethnicity/Native American Count	B_NATIVE	Numeric	5	
42	Bachelor Degree Ethnicity/Other Count	B_OTHER	Numeric	5	

File Name: post_sec.dbf - continued

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
43	Bachelor Degree Count Eligible for Pell	B_PELL_Y	Numeric	5	
44	Bachelor Degree Count Not Eligible for Pell	B_PELL_N	Numeric	5	
45	Bachelor Degree Count of Limited English Proficiency	B_LEP	Numeric	5	
46	Bachelor Degree Count of Disabled	B_DISABLE	Numeric	5	
47	Bachelor Degree Count of Academically Talented	B_AC_TAL	Numeric	5	
48	Other Specified Student Count	O1_COUNT	Numeric	5	
49	Other Specified Male Count	O1_MALE	Numeric	5	
50	Other Specified Female Count	O1_FEMALE	Numeric	5	
51	Other Specified Ethnicity/White Count	O1_WHITE	Numeric	5	
52	Other Specified Ethnicity/Black Count	O1_BLACK	Numeric	5	
53	Other Specified Ethnicity/Hispanic Count	O1_HISPANIC	Numeric	5	
54	Other Specified Ethnicity/Asian Count	O1_ASIAN	Numeric	5	
55	Other Specified Ethnicity/Native American Count	O1_NATIVE	Numeric	5	
56	Other Specified Ethnicity/Other Count	O1_OTHER	Numeric	5	

APPENDIX F

File Name: post_sec.dbf - continued

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FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
43	Other Specified Count Eligible for Pell	O1_PELL_Y	Numeric	5	
44	Other Specified Count Not Eligible for Pell	O1_PELL_N	Numeric	5	
45	Other Specified Count of Limited English Proficiency	O1_LEP	Numeric	5	
46	Other Specified Count of Disabled	O1_DISABLE	Numeric	5	
47	Other Specified Count of Academically Talented	O1_AC_TAL	Numeric	5	
			Total	314	

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APPENDIX F

Form # 8: Employer Survey: Recent Hires of High School Graduates
Table 1 of 1
File Name: rec_hire.dbf

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Current Date on Form	DATE	Date	8	
2	Record Identification	REC_ID	Character	5	
3	Graduation Year	GRAD_YR	Character	5	
4	County	COUNTY	Character	15	
5	Number of Graduates Hired	GRAD_HIRES	Numeric	3	
6	Social Etiquette on the Job	SKILL_A	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
7	Communication Skills on the Job	SKILL_B	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
8	Mathematics Skill on the the Job	SKILL_C	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
9	Attendance on the Job	SKILL_D	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
10	Knowledge about your Business	SKILL_E	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
11	Ability to show a Customer First Attitude	SKILL_F	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
12	Technical skills related to the job	SKILL_G	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
13	High School Attendance Checked	QUEST_3	Logical	1	Y, N
14	High School Diploma, Endorsement and/or Portfolio Seen	QUEST_4	Logical	1	Y, N
15	Ask for other Information	QUEST_5	Logical	1	Y, N
16	What Information was Requested	QUEST_51	Character	30	
			Total	77	

APPENDIX F

Form # 9: **High School Graduate Survey**
Table 1 of 1

STW Database
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File Name: **hs_grads.dbf**

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	County	COUNTY	Character	15	
2	Record Identification	REC_ID	Character	5	
3	Year of Graduation	GRAD_YEAR	Character	5	
4	Year of Survey	SURV_YEAR	Character	5	
5	Entered Employment	EMPLOYED	Logical	1	Y, N
6	Entered Military	MILITARY	Logical	1	Y, N
7	Enrolled in Post-Secondary Education	POST_ED	Logical	1	Y, N
8	Entered Apprenticeship	APPRENTICE	Logical	1	Y, N
9	Attained Skill Certificate	SKILL_CERT	Logical	1	Y, N
10	Attained Post-Secondary Degree	P_DEGREE	Logical	1	Y, N
			Total	37	

APPENDIX G

Exhibited here are a series of outlines of actual evaluation reports. **One or more of these may be adapted to present evaluation plan results to different audiences.** A limited number of copies can be obtained at the Department of Evaluation, Testing, and Research of the School District of the City of Saginaw.

APPENDIX G

Exhibit G.1

ADULT BASIC EDUCATION PROGRAM PROCESS/PRODUCT EVALUATION REPORT, 1995-1996

I. INTRODUCTION

In ths section of the report, the the author(s) should present a desription of the program, including such information as mention its aims, its staffing levels, (if appropriate) its history, etc..

II. METHOD

A. Process

In this part are described the procedures used to determine whether the program is operating as anticipated e.g., according to the specifications in the funding grant. This may include classroom observations, surveys of staff, reviews of lesson plans, etc.

B. Product

Here there is a description the procedures used to determine whether theprogram attained its goals according to the standards the funding grant, whether a specific number/percent of participating students attained at least a certain level of performance.

III. RESULTS

A. Process

In this section the author(s) present findings about the operation of the program are presented and compared to expectations. For example, according to expectation, all classes were to include at least one hour of mathematics instruction; classroom observation evidenced an average [mean] of 50 minutes.

B. Product

In this part is a presentation of the findings about whether the program attained its goals according to the standards the funding grant are presented. For example, 75% of the students were expected to attain proficiency in at least 75% of their individual educational objectives; program records demonstrated that 72% did.

IV. SUMMARY

In this part, the procedures and findings are briefly recapitulated.

V. DISCUSSION

If necessary, here is where the author(s) would review the findings are placed in context and/or related to parallel findings.

VI. RECOMMENDATIONS

Here, the author(s) present suggestions about how to enhance program performance against stated goals, or suggestions for adjusting standards if they are found to be inappropriate, i.e., too easy or too difficult to attain.

VI. REFERENCES

Here is presented an alphabetical listing of all cited references. {Note: when using a procedure or addressing
concepts/interpretations with which your audience may be unfamiliar, references are important.}

APPENDIX G

ADULT BASIC EDUCATION PROGRAM PROCESS/PRODUCT EVALUATION REPORT, 1995-1996
(continued)

VII. APPENDICES

Here the author(s) exhibit copies of the instruments used in the study (preferably filled with summary statistics). Also here can be placed 1) examples of exemplary or typical findings; 2) supplemental discussion of definitions, concepts, and interpretations; and/or 3) findings important to the study but which, if placed in the results section, because of their number or size, would be distracting to the readers.

APPENDIX G

Exhibit G.2

AN EXAMINATION OF FALL, 1994 PROGRAM ACTIVITIES, EXECUTIVE SUMMARY

I. INTRODUCTION

In this part, the activities expected to be in evidence are listed, along with the rationale of why they are expected are briefly described. (1-2 paragraphs)

II. METHOD

Here should be a desription of the procedures used to assess whether the expected activities are occurring, have occurred, or will occur. (1-2 paragraphs)

III. RESULTS

In this section the findings about the occurrence of the activities are presented and compared to expectations. For example, according to the school calendar, the number of career day assemblies held at an elementary school, as compared to the number expected. (1-2 paragraphs; 1-2 tables)

IV. RECOMMENDATIONS

In this part the authopr(s) present suggestions about how to enhance program operations based on an analysis of expectations compared to actual occurrences. (1-2 paragraphs)

Note: No appendices, but mention in the text, where appropriate, that additional materials are available upon request.

APPENDIX G

Exhibit G.3.

FOLLOW-UP STUDY OF 1994 GRADUATES

I. INTRODUCTION

This section is comprized of a description of the specific class of graduates and the type of the information sought about them or from them.

II. METHOD

In this section is a description of the procedures used to determine their recent, post-graduation activities and opinions, generally a survey.

III. RESULTS

A. Demographics

In this part is a description of the responding graduates is presented. This can be compared to the demographic characteristics of the whole group of graduates to develop an estimate of how well the respondents represent them.

B. Findings

In this part are descriptions of the respondents' post-graduation activities and opinions, for example, how well prepared they were, due to their school experiences, for their current activities.

IV. SUMMARY

Here, the procedures and findings are briefly recapitulated.

V. ACKNOWLEDGMENTS

In this place, the author(s) give recognition, where appropriate, to others who were instrumental in data gathering/processing.

VI. APPENDICES

In this section are copies of the instruments used in the study (preferably filled with summary statistics). Also here can be placed examples of exemplary or typical findings.

APPENDIX G

Exhibit G.4.

AN EXAMINATION OF FALL, 1994 PRE-TESTING ACTIVITIES

I. INTRODUCTION

In this section, the reader is provided with backgound concerning the testing, why it is happening, who sponsored it, etc. Further, the activities expected to be in evidence are listed, along with the rationale of why they are expected.

II. METHOD

This section describes the procedures used to assess whether the expected activities are occurring, have occurred, or will occur.

III. RESULTS

In this section, the findings about the occurrence of the activities are presented and compared to expectations. For example, according to the school calendar, the number of career day assemblies held at an elementary school, as compared to the number expected.

IV. SUMMARY

In tis section are brief recapitulations of the expectations, procedures, and findings.

V. RECOMMENDATIONS

In this section are presented suggestions about how to enhance program/project operations or activities based on an analysis the differences between expectations and actual occurrences.

VI. APPENDICES

Here, the reader is shown copies of the instruments used in the study (preferably filled with summary statistics). Also here can be placed examples of exemplary or typical findings.

APPENDIX G

Exhibit G.5.

COHORT DROPOUT STUDY, 1989

I. INTRODUCTION

This section offers a description of why a cohort study differs from a traditional study (it is a longitudinal examination of the high school careers of a set of students [the cohort] rather than the number who dropped in a given year as compared to that year's enrollment). Also here, there is a description of dropout prevention goals and/or activities.

II. METHOD

This section provides a description of the procedures used to define a cohort document their high school careers.

III. RESULTS

It is in this section that the findings about the cohort are presented. For example, the number and percentof the cohort who graduated, transferred to another K-12 public school [or other accredited learning facility], dropped out, remained as students, etc. after the three [four] years they

attended high school; parallel analyses by subgroups of interest.

IV. SUMMARY

In this section, the procedures and findings are briefly recapitulated.

V. DISCUSSION

{If necessary} It is here that the findings are placed in context and/or related to parallel findings.

VI. RECOMMENDATIONS

In this section are presented suggestions about how to enhance organizational performance against stated goals.

VI. REFERENCES

This section contains an alphabetical listing of all cited references. {Note: when using a procedure or addressing concepts/interpretations with which your audience may be unfamiliar, references are important.}

VII. APPENDICES

In this section are placed supplemental or parallel findings important to the study but which, if placed in the results section, because of their number or size, would be distracting to the readers. Also here could be supplemental discussion of definitions, concepts, and interpretations.

SCHOOL-TO-WORK GLOSSARY

The following is a glossary of terms frequently used in School-To-Work literature and/or of importance to School-To-Work implementation efforts. Where appropriate to regional needs, some of the definitions were enhanced or developed by the School-To-Work Evaluation Project Planning Staff.

This glossary is not meant to be exhaustive, but, so that it can serve as a useful resource tool, it does include some terms not directly presented in the text or the appended exhibits.

Academic Learning

A set of basic skills organized around the subjects of reading, speaking, listening, mathematics, science, social studies, physical education, and the arts.

Academically Talented

At the secondary level, students who score at or above the 85th percentile on a standardized, norm-referenced test (e.g., CAT/5, IOWA, etc.) or who are in the top 10% of their class are considered to be academically talented. At the post-secondary level, students whose GPA's are 3.5 or higher are considered to be academically talented.

Access

Recruitment and guidance activities designed to deliver needed information on career preparation or opportunities for all students, including those classified as special populations; equal information in a form or style necessary for the individual student's understanding; equal opportunities for all students to participate in academic and career and technical program offerings.

All Aspects Of An Industry

All aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and environmental issues, related to the industry or industry sector.

All Students

Includes students from the broad range of backgrounds and circumstances, including disadvantaged students, students of diverse racial, ethnic, and cultural backgrounds, students with disabilities, students with limited English proficiency, students who have dropped out of school, and academically talented students.

Applied Academics

Applied Academics is based on authentic problems and tasks from life situations, especially in the workplace. Learning occurs only when the students process new information or knowledge in such a way that it makes sense to them in their frame of reference.

Apprenticeship

A relationship between an employer and an employee during which the worker or apprentice learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on the job training and related instruction.

Assessment

Instruments and processes used to determine the mastery of specific objectives, competencies, or skills as the result of a course of study or structured experience. The systematic process of gathering data to form an evaluation, including these specific types:

-- **Alternative Assessment:** The process of changing the assessment strategy to appropriately measure the desired outcome; a tool, instrument or method of collecting information other than that used in traditional assessment.

-- **Authentic Assessment:** A process to assess a student's learning and performance in context, using activities that are interesting and meaningful to students, congruent to the learning that has taken place and generating a valued outcome. The activities mirror those used as a part of the regular classroom instruction process and/or real life.

-- **Comprehensive Assessment:** A process that includes a broad evaluation or appraisal to determine educational quality using a variety of measures.

-- **Criterion-Referenced Assessment:** An assessment process that measures the student's achievement of specific outcomes; assessments that measure a student's specific knowledge and/or skill relative to identified outcomes.

-- **Educational Assessment:** A program to improve educational decision-making by securing valid and reliable information about student knowledge and skills on prescribed educational outcomes. It can provide baseline data from which programs can be built and can also be used as an indicator of progress.

-- **Needs Assessment:** A method by which the areas for improvement are identified. In the case of school improvement goals, the needs assessment is based on student outcome data.

-- **Norm-Referenced Assessment:** An assessment process that compares a student's score with the average score achieved by a nationwide sampling of students.

-- **Peer Assessment:** A process that depends on evaluation comments made by fellow students, based on observation of a process or a product using pre-established criteria; a testing method that depends on evaluation by peers to judge another's knowledge or skills.

-- **Performance Assessment:** Testing methods that require students to produce an answer or product that demonstrates their knowledge or skills.

-- **Portfolio Assessment:** An assessment technique that involves collecting samples of student work that document student growth, development and experiences over time.

-- **Secured Assessment:** A process wherein the instrument used to evaluate or judge a student is unknown by the student prior to the assessment.

-- **Self Assessment:** A reflective process in which one assesses one's own learning/thinking/products, using given criteria.

-- **Standardized Assessment:** An assessment technique that relies on the consistent application of established procedures for those being assessed to ensure reliability and validity.

-- **Traditional Assessment:** A process that has generally been used to measure student performance, i.e., paper and pencil tests, standardized tests and teacher made tests.

SCHOOL-TO-WORK GLOSSARY (Cont.)

At-Risk Student

A student who is likely to experience social and/or academic failure and, as a result, may leave school before graduation.

Basic Academic Skills

Skills in communication, (such as reading and writing), math and science involving knowledge and comprehension; skills in subject areas of the Michigan Core Curriculum.

Career Academies

A single employer or a consortium of employers in an industry (or across industries regarding a specific occupation) who designs a school or school program around a single theme such as the arts, science and technology, electronics, languages, environmental science, etc., as a source of potential entry workers. Assistance generally provided to the school includes curriculum development, equipment donations and/or purchases, consultant services, instructional materials, part-time or summer employment opportunities.

Career Assessment

Career Assessment is a tool that enables students to discover or determine their interests or aptitude as it relates to skills or careers, (i.e., MOIS, Differential Apptitude Test, COPS, CAPS).

Career Education

Programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, career education shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

Career Guidance And Counseling

A program that:

a) Pertains to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills and knowledge and understanding of local, state and national occupational, educational and labor market needs, trends, and opportunities;

b) Assists individuals in making and implementing informed educational and occupational choices; and

c) Aids students to develop career options with attention to: 1) surmounting gender, race, ethnic, disability, language or socioeconomic impediments; and 2) career options and encouraging careers in non-traditional employment.

Career Information

A broad term used to describe occupational descriptions, projections, salary, educational requirements for a path or sequence of work in a particular occupational field of work.

SCHOOL-TO-WORK GLOSSARY (Cont.)

Career Major

A coherent sequence of courses or field of study that prepares a student for a first job and that: a) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary and post-secondary educational institutions; and b) prepares the student for employment in a broad occupational cluster or industry sector.

Career Pathways

Term used for all the possible options including K-12 education, work experience, military, apprenticeship, advanced training and/or post-secondary education that an individual can use and/or experience to secure a rewarding and successful career.

Certification Of Initial Mastery (CIM)

Represents a series of standards for general education (the foundation skills and knowledge needed by all to be successful at work and as citizens) that everyone would be expected to meet, regardless of future career and education plans.

Charter Schools

A public school academy authorized or chartered by the board of a school district, an intermediate school board, the board of a community college or the governing board of a state public university. The charter school is organized and administered under the direction of a board of directors. Each charter school is required to submit a copy of the educational goals and the curriculum. Most charter schools are organized around a theme, educational philosophy, or career major (manufacturing, finance, home schooling).

Community Involvement

The participation of parents, citizens, employers, and other members of the community in supporting the school improvement planning process.

Community Service

Voluntary service projects undertaken by groups of students and individual volunteers which give students worker roles at a degree of complexity and level of responsibility that they could not ordinarily find in paid employment. Volunteers/students are not limited to the restrictions imposed by child labor law provisions.

Connecting Activities

The coordinated involvement of employers, schools and students with such activities as: matching students with work-based learning opportunities; providing for the inservice of counselors, teachers, and mentors; helping with the placement of students in jobs; further education and/or training; and follow-up on students' progress after graduation.

SCHOOL-TO-WORK GLOSSARY (Cont.)

Consensus

A process of group decision making which results in a proposal that is acceptable to all members of the group.

Cooperative Education

A method of instruction that combines work-related learning experiences available in the community with instruction provided in an educational institution.

Curriculum

A plan for learning:

- **Core Curriculum:** A plan for learning that defines the essential learning for all students and the instructional system that will be used to deliver these learnings to all students.

- **Local Curriculum:** A plan for learning which is developed and supported by the local school district. It includes the content of what is to be learned and a process to deliver the content to all students. The content can consist of facts, definitions, relationships, concepts, theories, activities, sequences, materials and instructional practices. The curriculum includes both the "core" curriculum which is delivered to all students and any curriculum "extended" to specific groups.

- **Michigan Model Core Curriculum:** A K-12 plan for learning, developed by the Michigan Department of Education, that includes seven broad student outcomes and other specific student outcomes in nine curricular areas. Its purpose is to guide districts in the development of a local curriculum.

Curriculum Alignment

The process of integrating and sequencing what is to be taught both between and within the elementary, middle and high school levels. Curriculum alignment occurs when the outcomes for all learners are agreed upon and written (curriculum), the outcomes are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the outcomes have been achieved (assessment). In short, curriculum alignment occurs when what is to be taught (curriculum) and how it is to be taught (instruction) is matched with what is being tested (assessment).

Demographics

Statistical data describing the various characteristics of a group or community such as age, race, gender, ethnicity, educational level and socio-economic status.

Disability (Special Education or Section 504)

A person who is under 26 years of age and who is determined by an individualized educational planning committee or a hearing officer to have a characteristic or a set of characteristics that necessitates special education ancillary and other related services, or both. Determination of an impairment shall be based solely on behaviors relating to environmental, cultural, or economic differences.

Disability (Special Education or Section 504) (Cont.)

The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who: 1) has a physical or mental impairment which substantially limits one or more of the major life activities of the individual; 2) has a record of an impairment described in (1); or 3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals With Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services, and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP).

Disaggregate

The process of taking apart the whole; of dividing student outcome data into subgroups for the purpose of assessing equity. Criteria around which schools may disaggregate include gender, socio-economic status, mother's educational level, race, ethnicity, disability, or other variables of concern to the school.

Dropout

A youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma. The dropout rate, for a district, as defined by the State of Michigan Department of Education, is the percent of students who leave school in any one year, adjusting for those who transferred in and out of the district.

Dual Enrollment

Concurrent enrollment at two educational institutions, e.g., high school, community college, or university.

Employment Education Development Plan (EEDP)

A goal setting document created by learners with assistance from career guidance professionals which provides direction for achieving life roles. These goals are based upon information regarding themselves, knowledge of educational and occupational options, labor market information, and decision-making skills.

Eligible For Free/Reduced Price Lunch

This is a measure used to represent socio-economic status. Eligibility for a free or reduced lunch is the salient descriptor, not whether the student participates in the program. At the secondary level, this may be ascertained by identifying whether a younger sibling from the same address participates in the program. At the post-secondary level, eligibility for a Pell Grant is the proxy for SES.

Employer

General term for any individual, corporation, or other operating group which hires workers and includes both public and private employers.

Endorsed Diploma Attainment

Student has successfully met the criteria established by the State (usually performance on the High School Proficiency Tests) to have earned endorsement on his/her diploma.

Equity

A system that is impartial and fair; student outcome data do not vary significantly across subsets of the student population.

Externship

A program to give an advanced student paid work experience and training in the workplace.

Field Trips

Short, school-supervised trips to a worksite, which are designed to supplement in-school instruction with relevant, real-world situations.

Internship

A period of time spent in a business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. Internship gives the student paid or unpaid work experience in a career field of study. Unpaid internships usually give school credit.

Job Shadowing

A student is matched with, observes, and interacts with an adult in the workplace to learn about the education, skill requirements, and characteristics of a job. Time estimates range from 2-8 hours per experience. The experiences connect with the School-To-Work system:

Prior to the experience, the student will:

-- Current Educational Employment Development Plan (EEDP);
-- The results of an aptitude / interest / assessment tool; and
-- Select a job shadow experience that relates to the EEDP and the assessment tool.

Following the experience, the student will:

-- Complete a written summary of the experience to be placed in his/her portfolio; and
-- Affirm or modify EEDP in writing.

Limited English Proficiency

The 1988 Bilingual Education Act describes a limited English proficient student as one who meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and/or has sufficient difficulty speaking, reading, writing, or understanding the English language to deny his/her the opportunity to learn successfully in the English-only classrooms.

SCHOOL-TO-WORK GLOSSARY (Cont.)

Linking Secondary And Post-Secondary

Agreements that allow the seamless transition for learners from secondary and post-secondary. This usually is accomplished through articulation agreements in each discipline.

Mentorship

A term used for students who spend time with a skilled worker (mentor) in their area of interest who provides information and guides work experience and skill development.

More Advanced Academic Skills

Skills in communication, math and science requiring reasoning, analysis, interpretation, problem-solving and decision-making as they relate to the particular subjects in which instruction is provided.

Outcome

A statement that describes what is expected to happen as a result of some action.

-- **Broad Student Outcome:** A statement that broadly describes what all students should know, demonstrate or be like as a result of completing the K-12 educational program in the district.

-- **Content Area Outcome:** A statement that describes the knowledge, skills or behaviors all students should acquire as a result of the teaching in a specific curriculum area.

-- **Core Outcome:** A statement which describes what is essential in the curriculum for all students to learn.

-- **Educational Outcome:** A statement that defines student performance as a result of an educational experience.

-- **Exit Outcome:** A statement which broadly describes what students should be able to know, demonstrate or be like as a result of completing the educational program at each building level.

-- **Local Core Curriculum Outcomes:** A set of statements which describe what all students should be able to know, demonstrate or be like as a result of achieving the outcomes which are defined in each of the curriculum areas.

-- **State Board of Education Model Core Curriculum Outcomes:** Statements which describe what students should be able to know, demonstrate or be like when students achieve the outcomes which are defined in the nine curriculum areas of the Michigan Model Core Curriculum.

-- **Student Outcome:** A statement that describes what a student should know, demonstrate or be like when a school improvement goal has been achieved.

Placement

Those activities performed to assist students in implementing their career choices through employment. These activities include information on placement opportunities, entry requirements, and the identification, application and placement related to a client's needs, skills, and interests.

Portfolio

An organizational tool to help students discover, document and develop their skills. Records to be kept in a portfolio are examples of the student's academic, personal management, and teamwork skills. The portfolio should include at least all of the following categories:

- Career interest data;
- Academic / performance assessment data;
- Record of career development activities, e.g., shadowing;
  - -- 8th - 11th grades -- planned course work; and
  - -- 12th grade -- post-secondary course-work planning.
- Record of student's annual academic and nonacademic plans that the student intends to follow.
- Record of academic achievement that includes academic transcripts and the results of statewide assessment tests.
- Record of career preparation that includes records of vocational-technical training under school auspices that may help the student for a job or career, career exploration, post-secondary education exploration, job-seeking preparation, job experience, problem-solving experience and lifelong learning preparation.
- Record of activities outside school.

Pre-Apprenticeship

Educational programs or courses that prepare potential workers (youth and adults) for entry into a Registered Apprenticeship Program.

Racial / Ethnic

(N) American Indian / Alaskan Native - A person having origins in any of the original peoples of the North American and maintaining cultural identification through tribal affiliation or community recognition.

(W) White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origins.

(H) Hispanic - A person of Mexican, Puerto Rican, Central or South American, or other Spanish culture of origin, regardless of race.

(B) Black - A person having origins in any of the black racial groups of Africa. Normally excludes persons of Hispanic origin.

(A) Asian / Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Island.

(O) Other - A person who is not properly described by any of the above racial / ethnic groups.

SCHOOL-TO-WORK GLOSSARY (Cont.)

Registered Apprenticeship Agency

Either the Bureau of Apprenticeship and Training in the U.S. Department of Labor or a state apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for state registration or approval of local apprenticeship programs and agreements for federal purposes.

School-Based Enterprise

An activity sponsored or conducted by a school, that engages groups of students in producing goods or services for sale or use to people other than the students involved.

School-Based Learning

Career exploration and counseling, choice of a career major or cluster, and a planned program of study that is based on high academic and skill standards, which may include post-secondary as well as secondary school preparation.

School Improvement Plan

A written document, collaboratively developed, which identifies the goals, student outcomes and strategies that will be used over a three to five-year period to improve the learning of all students. The district and each building in the district are required to have a school improvement plan.

School-Site Mentor

A professional who is designated as the advocate for a particular student and who works in consultation with classroom teachers, counselors, and the employer to design and monitor the progress of the student's school-to-work program.

School-To-Apprenticeship

Employers, employer associations, or a combination of the employer and union, establish programs that allow high school seniors to participate in a registered apprenticeship program while completing their requirements for graduation.

School-To-Work Transition

The process by which a student, who has demonstrated mastery of basic academic skills, acquires practical and technical knowledge to progress into a productive and satisfying job or career in the labor force.

Secondary School

The term "secondary school" means: a) a non-profit day or residential school that provides secondary education, as determined under state law (grades 8-12), except that it does not include any education provided beyond grade 12; and b) a Job Corps Center under Part B of Title IV of the Job Training Partnership Act (29 U.S.C. 1691 et. seq.).

SCHOOL-TO-WORK GLOSSARY (Cont.)

Service Learning

The integration of service experiences with academic learning by incorporating lessons from work into the classroom curriculum; i.e., cleaning up a local stream while studying ecology and pollution. Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved prior to reaching "employment age".

Skill Certificates

Portable, industry-recognized credentials issued by a school-to-work opportunity program under an approved state plan. The certificates verify that a student has mastered skills at levels that are at least as challenging as skills standards endorsed by the National Skills Standards Board established under the National Skills Standards Act of 1994.

Skill Standards

Statements which identify the knowledge, skill, and level of ability an individual needs to perform successfully in the work place. Standards can be tailored to any occupational cluster or industry to reflect its particular needs and environment.

Special Populations

Individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, single parents, individuals who participate in programs designed to eliminate their sex bias, and individuals in correctional institutions.

Staff Development

Programs and activities that are designed to maintain and refine the competencies of employees to advance the mission and goals of the organization.

Standard

An agreed upon level of performance that demonstrates proficiency or achievement. The minimum level of performance which is considered acceptable. Standards are used to indicate quality in program components (program standards) and academic and occupational achievement levels (skill standards and performance standards).

Structured Work-Based Learning Experience

Students participate in a structured work-based learning experience in a field related to their study, where they can apply concepts learned at school. It includes the following elements:

- Students matched with a job within their career major;
- Paid or unpaid experiences;
- Worksite mentors to assist students;
- Training, ongoing support and technical assistance provided to mentors;
- Experiences at the workplace integrated with academics -- school instruction;
- Broad instruction in all aspects of an industry provided;
- School-site mentors to assist students;
- School endorsement of activity; academic credit is provided; and
- Learning experiences at the school and worksite developed collaboratively by educators and employers based on industry standards.

SCHOOL-TO-WORK GLOSSARY (Cont.)

Tech Prep

A combined secondary and post-secondary program which: a) leads to an associate degree or a 2-year certificate; b) provides technical preparation in at least one field of engineering technology, applied science, or mechanical, industrial, or practical art or trade, or agriculture, health, or business; c) builds student competence in mathematics, science, and communications (includes applied academics) through a sequential course of study; and d) leads to placement in employment. Locally, it is known as Transition II.

Technology Education

An applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organization, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as biotechnology, construction, manufacturing, communication, transportation, power, and energy.

Training Agreement

A written agreement that outlines the specific responsibilities of the student-learner, the employer, the parent or guardian, the teacher-coordinator and the school district to a worksite-based education program.

Training Plan

An educational plan often used in conjunction with a training agreement. Specific job tasks to be learned on the job and in the educational institution are included, along with an organized plan for the orderly acquisition and progression of job, duties and tasks.

Transition II

See Tech Prep.

Vocational Education

Vocational education was defined as those activities which aim toward the development of skills, abilities, knowledge, and work ethic which would be required for success in occupations which require no more than two years (if any) of post-secondary education. These activities were funded by the various federal vocational education acts; e.g., Carl Perkins Act. Vocational education is an organized, sequential, and educational program that includes educational guidance, integrated academics, and occupational skill training which prepares secondary and post-secondary students in a career or a cluster of careers without limiting options to just four-year degree programs.

Work-Based Education

A planned program of job training and experience that makes use of business and industry sites as part of the school's curriculum.

Workplace Mentor

An employee at the workplace who possesses the skills and knowledge to be mastered by students, and who instructs the students, critiques the students' performances, challenges the student to perform well, and works in conjunction with classroom teachers and the employer.

Work Study

College Work-Study program which provides work experience to post-secondary students with financial need while attending an educational institution. Under this federally funded program, students can receive work assignments on or off-campus. On-assignments are 100 percent reimbursed by the Federal government. Of off-campus, the government contributes 80 percent of the student's wages and the host organization 20 percent. Students can work part-time during the school year and full-time during the summer.

In Michigan the term is also used for special education students who are participating in a supervised special education school-to-work transition program coordinated by a school official known as a special education work-study coordinator.

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